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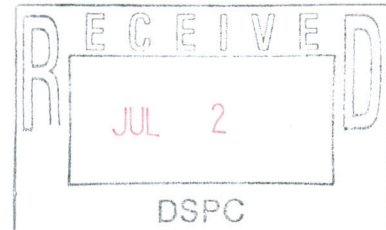
SIG Form 1—Application Cover Sheet

**School Improvement Grant (SIG)
Application for Funding**

**APPLICATION RECEIPT DEADLINE
July 2, 2010, 4 p.m.**

ORIGINAL

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814



NOTE: Please print or type all information.


County Name: San Benito		County/District Code: 35-75259
Local Educational Agency (LEA) Name Aromas-San Juan Unified School District		LEA NCES Number: 0691136
LEA Address: 2300 San Juan Highway		Total Grant Amount Requested: \$ 4,888,130
City: San Juan Bautista	Zip Code: 95045	
Name of Primary Grant Coordinator: Willard McCabe	Grant Coordinator Title: Superintendent	
Telephone Number 831-623-4500 x1213	Fax Number 831-623-4907	E-mail Address wmccabe@sbcoe.org
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee Willard McCabe		Telephone Number 831-623-4500 x1213
Superintendent or Designee Signature 		Date 6-30-2010


SIG Application Checklist


Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at <http://www.cde.ca.gov/sp/sw/t1/regsig09rfa.asp>. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet

 Form 1 Application Cover Sheet
(Must be signed in **blue ink** by the LEA Superintendent or Designee)

 Form 2 Collaborative Signatures
(Must be signed in **blue ink** by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)


 Form 3 Narrative Response

 Form 4a LEA Projected Budget

 Form 4b School Projected Budget

 Form 5a LEA Budget Narrative

 Form 5b School Budget Narrative

 Form 6 General Assurances
Drug Free Workplace Certification
Lobbying Certification
Debarment and Suspension Certification

 Form 7 Sub-grant Conditions and Assurances (three pages)

 Form 8 Waivers Requested

 Form 9 Schools to Be Served Chart


 Form 10 Implementation Chart for a Tier I or Tier II School

 Form 11 Implementation Chart for a Tier III School, (if applicable)


Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

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SIG Form 2—Collaborative Signatures (page 3 of 3)

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
35 75259	Aromas-San Juan USD	Willard McCabe	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Aromas-San Juan Unified School District
Authorized Executive:	Willard McCabe
Signature of Authorized Executive	

SIG Form 3 Narrative Responses

i. Needs Analysis

San Juan School serves approximately 390 students from kindergarten through eighth grade. The school is located in San Juan Bautista, a small rural town in San Benito County. The profile of the school is 69% free/reduced price lunches and 45% English language learners. Our demographics are: 2% African American, 2% Asian, 72% Hispanic and 20% white. The economic base of this community is primarily agricultural and tourism.

Process:

On March 8, 2010, the Superintendent of the Aromas-San Juan Unified School District (ASJUSD) was informed that San Juan School was identified as a Tier 1 Persistently Low Performing School. On March 16, 2010, the School Site Council addressed the issue and discussed applying for the School Improvement Grant. During the ASJUSD Board of Trustees meeting on March 17, 2010, this information was shared. The four intervention models were outlined. On March 31, 2010, the Superintendent notified the parents of San Juan School of this identification. The Superintendent addressed the San Juan School staff on March 31, 2010, with the letter from CDE and analyzed and discussed the four different school intervention models. School staff recommended that the Board give strong consideration to the Transformation Model. Other stakeholders, such as English Language Advisory Committee (ELAC) and Home & School Club, were notified, information was provided about the various models at public hearings that were held at San Juan School on April 21 and 28, 2010, for parent and community input. It was strongly recommended by the stakeholders that the Board consider the Transformation Model.

At a public hearing on April 14, 2010, the Board listened to public comments regarding selection of School Intervention Models needed to improve the instructional program at San Juan School. Later that evening, the Board voted to select the Transformation Model of intervention for San Juan School.

In order to further analyze the Transformation Model, the San Juan School Site Council increased the number of meetings from once a month to once a week during the months of April and May. To assist in the direction and goals for this Transformation Model, the SSC formed a committee to visit similar schools that have made significant progress in increasing student achievement. Two schools were selected in the local area.

Elliot School in Gilroy, California, has similar demographics to San Juan School and their API growth was significant, which allowed them to exit Program Improvement. A

committee consisting of the principal, two board members, a student site council representative, a San Benito County Office of Education Representative, two teachers, and a parent. The principal provided an overview of the in-class and intervention components implemented at the school. The team also observed two classrooms, a computer lab, and the library. Various educational programs such as *Success Maker* and *Power Teaching* contributed to improve student performance. A strong behavioral system was also in place.

The committee also visited Spring Grove School in Hollister, California. This school was selected because, after being in Program Improvement Year 5+, the school not only exited Program Improvement, but was designated a California Distinguished School. The committee learned about various accountability strategies, such as the presentation of student achievement at every School Board meeting. The committee asked Spring Grove's principal if their school would consider being a sister school to San Juan School. The superintendent of Spring Grove School agreed to serve as a sister school to San Juan School.

After visiting these two schools, a San Juan Transformational Team was formed in order to determine goals and write this School Improvement Grant. The team consisted of the ASJUSD Superintendent, the San Juan School Principal, three certificated staff members, one classified staff member, four parents of San Juan School students, a Director (RSDSS Coordinator) from the San Benito County Office of Education, and an outside consultant from WestEd.

Assessment Instruments Used

In April 2010, all teachers at San Juan School completed the Academic Program Survey. Teachers met by grade level to discuss and rate each area identified in the survey. In addition, the Academic Program Survey was analyzed by the San Juan Transformational Team and the following Essential Program Components were identified as priorities: EPC 1.1 Instructional Program: State Board of Education (SBE)-adopted standards-based instructional program in Reading Language Arts; EPC 1.3 Instructional Program: SBE-adopted RLA/ELD intensive intervention program; EPC 2.1 Additional Instructional Time; EPC 3.1/3.2 Lesson Pacing Guide; and EPC 5.2 RLA/ELD 40-hour Professional Development; EPC 6.1/6.2 Ongoing Instructional Assistance and Support for Teachers; and EPC 7.1/7.2 Student Achievement Monitoring System and enhancement of EPC 8.1/2: Monthly Collaboration by Grade Level for Teachers Facilitated by the Principal.

The next assessment instrument used was a parent survey that was distributed to all families at San Juan School. Over 50% of the parent population completed the survey and it was returned to homeroom teachers. Topics in the survey included: Academic

Performance, Communication, Discipline, School Climate, Student Diversity/Respect, and School Staff. Previous to the survey, public meetings were held for parents and community members to provide suggestions for improvements at the school. The following list of suggested improvements was included in the survey and parents were asked to identify their priorities.

Climate Survey Results:

The following improvements had the highest priority:

1. Lower class size (78)
2. Stop bullying (76)
3. Eliminate combination classes (70)
4. Every child will be a reader by 3rd grade (70)
5. Summer school (68)
6. Create a safe school (67)
7. More accountability for all staff (67)
8. Computer time for every student (67)

The third assessment instrument used was a student survey, that was conducted by an outside consultant from WestEd, who is part of the San Juan Transformational Team. Students were selected as a representative sample of the student population, e.g., high, medium and low-achieving students, ethnically diverse, Special Education, and English Learners. The students provided the following suggestions.

Student Survey:

6th Grade Students:

- Lower class size
- Eliminate combination classes
- Reduce bullying on campus
- Provide electives

7th Grade:

- Enforce fair and consistent discipline
- Provide electives
- Standards

8th Grade:

- Enforce discipline/provide a safe environment
- Reduce bullying on campus
- Provide electives

The fourth assessment instrument used was school-wide data collected from walk-throughs that were performed by WestEd and the principal in May 2010. Specific indicators rated were: clear communication of standards, student engagement, teacher strategies used to respond to the diverse needs of students, whole class instruction, and the use of adopted materials. The snapshot walkthrough revealed relative areas of strength, such as the use of adopted materials and standards-based lessons. Areas in need included student engagement and the use of effective instructional strategies.

The 2009 California Standards Test (CST) scores (Chart 1 & 2) and the results from the California English Language Development Test (CELDT) (Chart 3) were also reviewed by the San Juan Transformational Team. Mathematics was the greatest area of need, although English Language Arts scores were also low. Although CELDT scores have been improved over the past three years, English Learners continue to score lower than the other subgroups on the CSTs. See charts below.

Chart 1: CST Results English Language Arts 2007-2009

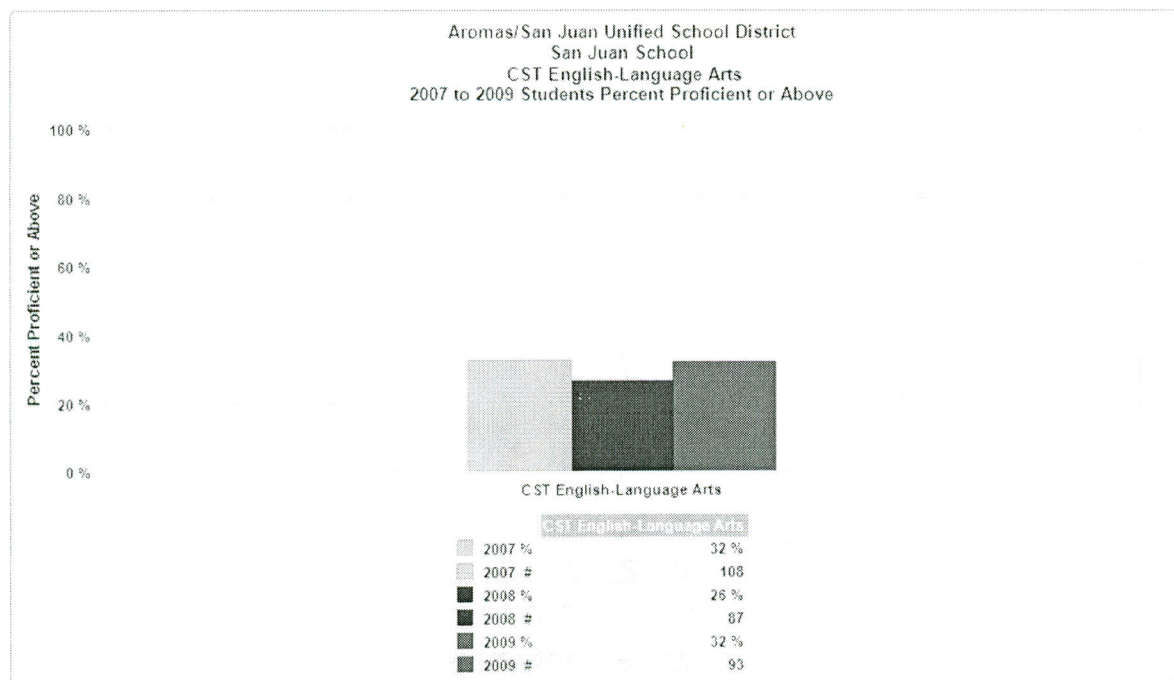


Chart 2: CST Results Mathematics 2007-09

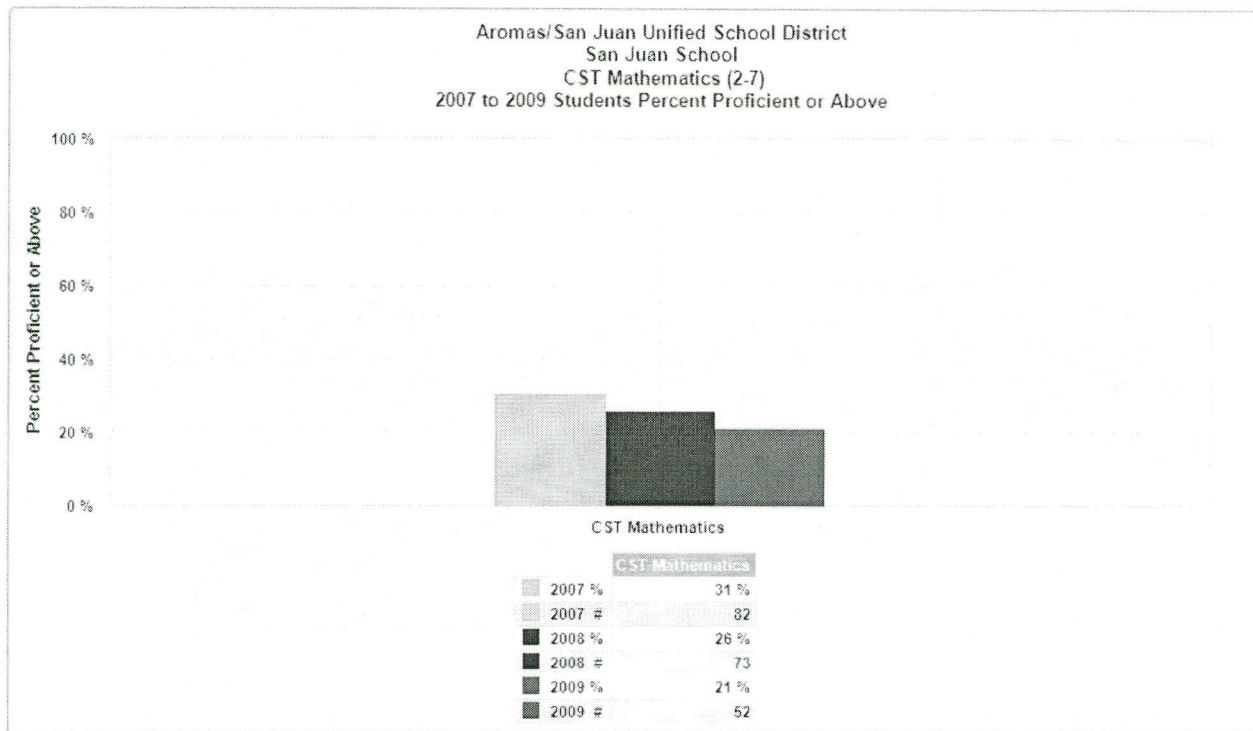


Chart 3: CELDT 2007-09 Proficient and Advanced

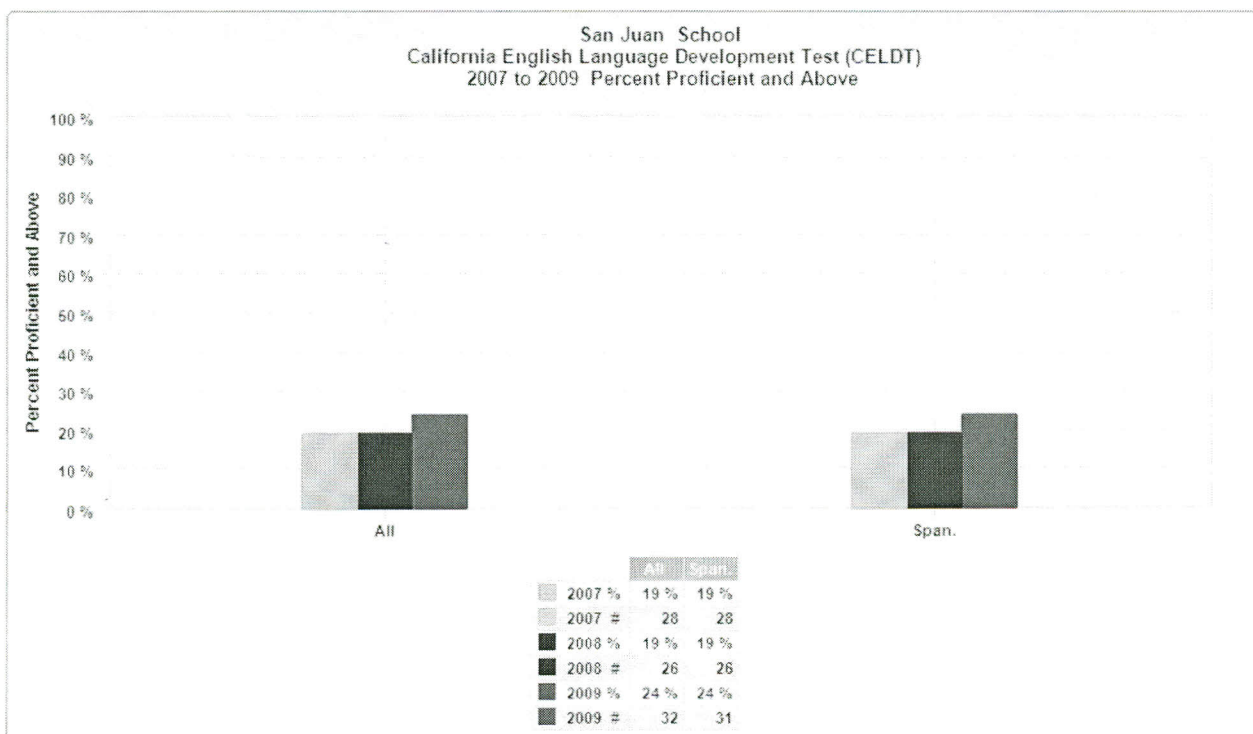


TABLE 4: API Results by Subgroups

Subgroups	2008 Base	2008/2009 Growth	2009 Growth Target	2008/2009 Growth Result	Met Growth Target
All Students	672	6	650	-22	No
Hispanics	630	9	604	-26	No
SED	603	10	582	-21	No
English Learners	576	11	590	14	Yes
Students w/Disabilities	N/A	N/A	N/A	N/A	N/A
White	776	5	767	-9	No

Analysis of the API data shows that except for the English Learners who showed a 14 point target growth, all students and all but one subgroup at San Juan School did not met or exceed its growth target.

TABLE 5: CST 2008 Percent of Students scoring Proficient or Advanced by grade level and subgroup

Grade	English Language Arts						
	2	3	4	5	6	7Alg./Gen.	8Alg./Gen.
All Students	32%	12%	44%	41%	44%	26%	31%
SED	20%	7%	28%	28%	21%	19%	15%
English Learners	19%	0	25%	5%	14%	16%	20%
White	44%	26%	70%	75%	80%	60%	3%
Hispanic	24%	8%	32%	29%	29%	23%	13%

Table 6: CST 2008 Percent of students scoring proficient or advanced by grade level and subgroup

Grade	Mathematics						
	2	3	4	5	6	7Alg/Gen.	8Alg/Gen.
All Students	52%	18%	23%	17%	19%	0%-4%	3%-6%
SED	40%	7%	14%	13%	0%	0%	0%
English Learners	38%	13%	6%	5%	0%	0%	0%
White	77%	25%	30%	23%	25%	13%	0%-50%
Hispanic	40%	13%	19%	15%	13%	3%	5%-0%

Table 5 and 6 results show that students in grades 2, 4, 5, 6 scored higher than grades 3, 7 and 8 in English Language Arts. Also, students in grades 2 scored the highest in Mathematics. Third grade scored the lowest in both English Language Arts and Mathematics compared to all other grades. English Learners in grades 3, 4, 5, 6, 7, and 8 scored low in both English Language Arts and Mathematics except for the 2nd grade in math that scored 38%.

At least 70% of all students in grades 2, 3, 4, 5, 6, 7, and 8 are scoring at Basic/Below Basic and Far Below Basic in English Language Arts and at least 80% in Mathematics.

Findings of Current School Practices and Potential for Improvement:

Upon analysis of the current practices, the San Juan Transformational Team determined the following areas of potential improvement:

EPC 1.1 Adoption of a Reading Language Arts Program 2 (with the ELD component) was determined to be of need because most of the teachers have moved grade levels since the initial professional development for the curriculum and because the ELD program needs to be enhanced. Intensive Intervention Program (EPC 1.3) was selected because no interventions are in place at this time. The staff determined that the instructional day was not sufficient in length for students to learn the essential standards in all core subjects, EPC2.1.

Lesson pacing guides for English Language Arts and Mathematics (EPC 3.1/3.2) have been initiated, but only at certain grade levels and they are not district wide. A 40-hour professional development series for the new ELA Program 2 (with ELD included) is needed in order to fully understand and implement the curriculum (EPC 5.2). All teachers shall be engaged in 40 hours of professional development that is research-based and standards-aligned, and will support and reinforce the attainment of academic

skills in mathematics and language arts. The staff development will focus on summative and formative assessment, lesson planning, content, pacing, and instructional delivery of the adopted materials.

Coaching (EPC 7.1/7.2) has been provided to encourage the use of Explicit Direct Instruction. However, the strategies are not being utilized to the extent expected. The teaching staff at San Juan School will receive support through trained and experienced content experts, coaches, specialists, and other teacher support personnel with subject-matter expertise through outside consultants and the San Benito County Math Institute (SBCMI). The focus of this support will be on the implementation of the district's SBE adopted RLA/ELD and intensive intervention instructional programs to improve student achievement. Coaching will also focus on the mathematics strategies learned through the SBCMI. The ongoing instructional assistance will be built on research-based best practices. Teaching staff will practice the instructional delivery through demonstration lessons and observations. This support will include assisting teachers with planning and preparation, collaboration, student goal setting, monitoring of student progress, and intervention placement.

San Juan School's Student Achievement Monitoring (EPC 7.1/7.2) system includes administering and monitoring K – 3 RESULTS for reading three times per year. ATI/Galileo standards-based assessments for reading and mathematics were initiated in the 2009-2010 school year. Formative and summative assessments of the essential standards need to be conducted consistently at regularly scheduled intervals, with results accessible through an electronic data management system. Pacing guides need to reflect periods of assessment.

Again, collaboration (EPC 8.1/2) is currently structured into the schedule once per week, however the structure and process of the collaboration time needs to be improved. Staff will meet in Professional Learning Communities to analyze, discuss, and utilize results of the essential standard assessment system. Collaboration time must focus on planning and discussing instructional strategies and interventions, based on student results.

Alignment of federal, state, and private fiscal resources to support improved school performance, including other district resources:

The District shall utilize all existing funds currently focused on improvement efforts for San Juan School, plus the resources this grant will provide to achieve academic improvement and transform the school's overall performance. Sources of funds include Title I, Title III, EIA, General Fund, and donations.

Staff effectiveness including, but not limited to, methods of instruction, experience, subject matter knowledge, and ability to support implementation of the selected intervention model:

The staff of San Juan School consists of fourteen certificated teachers and one resource teacher. All staff members are highly qualified according to No Child Left Behind. All staff members have a CLAD, BCLAD or SDAIE/ELD authorization. Over the last two years, the staff has been working with an outside consultant, DataWorks. This has included professional development and coaching in Explicit Direct Instruction. In previous years, personnel from the San Benito County Office of Education provided professional development on the nine research-based instructional strategies identified in Professional Learning Communities and by Robert Marzano in *Rethinking Classroom Management*. One teacher participated in the Science and Math Academy for Rural Teachers, an 80-hour professional development grant program. Also, the staff attended a one-day training with enVision Math, the newly adopted math program for the district. The grant will enforce the implementation of Explicit Direct Instruction during the instructional day and continue with implementing ELD strategies to support our English Learner population. When the newly adopted ELA/ELD Program is purchased, 40-hour research-based professional development will be provided for all staff.

ii. Selection of Intervention Model

The Aromas-San Juan Unified School District engaged in a thorough process to evaluate the feasibility and challenges of applying for a School Improvement Grant. There was some pressure to not engage in this process. However, it was determined that students need immediate and research-based interventions to turn around what is occurring today at San Juan School. The four model options (Turnaround, School Closure, Charter School, and Transformation) created a tremendous amount of dialogue within the organization. The following is a description of the thought processes regarding each of the four models.

As the district, school, parents, and community members analyzed the four models, it was determined that two of the models, Turnaround and School Closure, were simply not practical for San Juan School. Stakeholders in the conversation felt that the Turnaround had some inherent weaknesses. First, and foremost, was the District's inability to comply with the terms and conditions of the model. It was not possible to layoff 50% of the staff or even transfer them to another school in the District. San Juan School is in a small school district of only 1200 students and union issues / labor laws would prevent the implementation of this model.

Regarding the School Closure model, the stakeholders found that this model was not feasible in a small rural area and would increase transportation costs. In addition, it would create inadequate housing for the student population. Also, the staff from the closed school would be transferred with the students without adequately addressing the concerns of student performance.

The stakeholders felt that the other two models, Charter School and Transformational, were a possibility for San Juan School. The Charter School approach, or the possibility of bringing in a Charter organization to develop a new governance structure and research-based curriculum, did not appeal to the stakeholders. There was also a concern about union issues regarding employment that could possibly derail a reform effort.

In regards to the Transformational Model, the initial reaction was negative because stakeholders' concerns about the need to replace San Juan School's principal as the 2009-2010 school year was the principal's first year in the District. Further clarification from the state made it clear that the new principal could remain. Additionally, a detailed discussion occurred as to whether there would be concessions from the unions to negotiate through the needed changes to implement the reform.

At the end of the discussion, the stakeholders of San Juan School unanimously selected the Transformational Model to act as the springboard to improve student achievement. The decision involved many groups which included, but were not limited to: teachers, School Site Council, ELAC members, Home and School Club members, community members, students, administration, and the School Board. All groups have committed to the model and the steps necessary to achieve the goals of the Transformational Model for San Juan School.

Groups and individuals were involved in a series of informational meetings to discuss in detail the model that would best fit the needs of the students of San Juan School. Through this process, a number of collaborative partners agreed to take on the challenge of writing the School Improvement Grant within the timeline established; this was the San Juan Transformational Team. Each member realizes that most components of the grant must be implemented by the start of 2010-2011 school year. Members also realize that, although this will be an enormous task for such a small school district, collectively the Transformational Team could achieve this goal.

iii. Demonstration of Capacity to Implement Selected Intervention Model

a. Developing and increasing teacher and school leader effectiveness:

(1) Principal replacement.

The first requirement of the Transformational Model is to replace the principal who led the school prior to the commencement of the Transformation Model. San Juan School's current principal was hired for the 2009-2010 school year, which is within the acceptable two-year time period. Furthermore, the Principal has demonstrated success in implementing a High Priority School Grant at a previous school.

(2) Evaluation systems for teachers and principals.

The Aromas-San Juan Unified School District is working collaboratively with the teachers' union and WestEd to expand the contractual agreement for evaluating principal and teacher performance.

Evaluations will be based on multiple measures including but are not limited to the following: CA standard tests, common formative assessments, CELDT, and district benchmark assessments. Data on student growth will play a significant role in the evaluation process. Walk-throughs by administrators, teacher leadership teams, and independent coaches will create multiple observation-based assessments of performance and professional practice. The Collective Bargaining Agreement between the Teacher Association and District is being modified through an MOU with a completion timeline of summer 2010.

(3) Rewarding successful school leaders, teachers, and other staff.

The collective bargaining MOU will also include methodology to establish, identify, and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement. Additionally, it will allow the removal of those who, after ample opportunities have been provided to improve practice, have not done so. The Transformation Model will provide academic coaching and rewards including: incentives, classroom funds, learning trips, recognition programs, and celebrations for improvement.

(4) High-quality professional development.

San Juan School intends to initiate a transformation in its professional practices and culture. The keystone of this change is creating ongoing, high quality, job-embedded professional development. San Juan teachers participated in professional development in Explicit Direct Instruction with DataWorks, including coaching training of teachers and the Principal. Additionally, teachers have developed a list of essential standards with the assistance of WestEd. Nearly half of San Juan School's teachers will participate in the San Benito County Math Institute, beginning summer of 2010, with follow-up throughout the next several years. Emphasis on professional development will make a significant impact on the school. Collaboration with attention to data will increase through planned structured activities.

The Transformation Model will allow for the reinstatement of teacher workdays, which will be used for professional development. DataWorks training will increase fidelity to Explicit Direct Instruction strategies. WestEd training will include developing a pacing guide, with an assessment calendar, and *Teach for Success*, a research-based training in effective classroom instructional practices.

Professional development for new intervention programs, e.g., *Success Maker* and *READ 180*, will be provided during the summer 2010. A 40-hour research-based

professional development series for English Language Arts will be provided for all teachers in summer 2011. Two days of professional development on the interactive white board (Promethean Board) will be offered in August 2010. The San Benito County Office of Education will continue to host a monthly Interactive White Board Network for teachers to exchange and share ideas for the 21st Century Classroom.

(5) Strategies to recruit, place, and retain strong teachers.

San Juan School has a very low turnover rate. At present, the teacher with the least amount of tenure is six years. Nonetheless, the Transformational Model will be used to improve teaching conditions and encourage career growth. Many opportunities in the Region V area exist for acquiring Tier I and Tier II Administration Certification. A new San Juan School teacher leadership team was developed in the 2009-10 school year. This new team also serves on the School Site Council and participates on the Transformational Team.

Activities aimed at building the leadership team include identifying and promoting potential leaders from existing staff plus hiring new teachers with an eye to their leadership potential and integrating them into the leadership team. Three new teaching positions will decrease some class sizes and eliminate all combination classes. The San Juan Staff will work with the external provider, WestEd, to ensure that there is continuous leadership development training and coaching, both for the principal and for teacher leaders. These opportunities provide further professional growth in effective leadership.

b. Comprehensive instructional reform strategies:

(1) Instructional program.

In order to identify and implement the appropriate instructional program, the Transformational team used data from the initial needs assessment. The team identified several main areas — Core Mathematics, Core English Language Arts, instruction for English Learners, and intensive intervention programs for ELA and Math — where a revised instructional program would improve student performance.

Mathematics

Increased student achievement in mathematics is a key goal for San Juan. To this end, the Aromas-San Juan Unified School District adopted a new mathematics curriculum for the 2009–10 school year. The district purchased the Scott Foresman – Addison Wesley enVision Math California for grades K – 6, and CGP's California Standards-Driven Mathematics Program for grades 7 – 8. These SBE-adopted programs are aligned with the California academic content standards.

To further strengthen the curriculum and, in addition to these new programs, San Juan School will be participating in the San Benito County Math Institute. This series for Grade 3 – Algebra I mathematics teachers will help to deepen their understanding of the CA mathematics standards, further their ability to use their adopted textbooks, learn strategies that work with diverse populations and how to improve lesson plans, and build a collaborative support network with other teachers.

English Language Arts

In order to increase achievement in English Language Arts, Aromas-San Juan School District and school staff will research, pilot and adopt a new K – 5/6 - 8 English Language Arts core program with an English Language Development (ELD) component during the 2010 – 11 school year with implementation during the 2011 – 12 school year. All staff will participate in a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the SBE-adopted RLA/ELD during the 2011 – 12 school year. The school district will also ensure that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials.

Finally, in the area of English Language Arts, the Aromas-San Juan Unified School District will revitalize the use and rigor of writing assessments three times a year. This was a regular practice within the district several years ago. The writing prompts, rubrics, and anchor papers will be reviewed and enhanced during the 2010 – 2011 school year. A writing assessment schedule will be developed and matched with the curriculum maps/pacing schedules.

Instruction for ELs

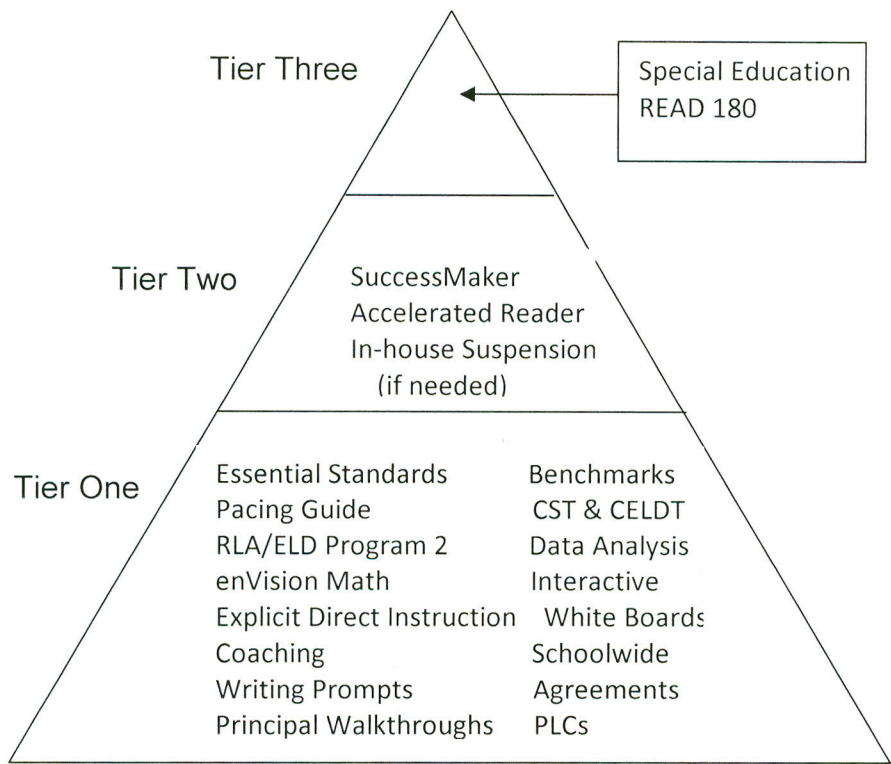
The San Juan Staff will design and implement ELD instruction as a separate curricular area for English Learners (ELs) beginning in the 2010-2011 school year. This will include determining an instructional schedule and a progress monitoring system for all ELs in San Juan School. All staff will receive professional development in ELD. Through this Professional Development, staff will learn what level and degree of ELD is required for English Learners based on their English language proficiency, primary language, time in U.S. schools, and prior education in their country of origin, if applicable.

Interventions

Due to the large number of students who are performing several years below grade level in Reading/Language Arts, the school will also implement an ELA Intervention Program. To determine the best state-adopted program, San Juan School participated in an ELA Intervention Fair. Through this process, San Juan School has chosen to purchase and implement *READ 180*. In addition, its participation at the Fair will allow San Juan to join a network of technical, logistical, and professional development support throughout the county.

San Juan School will continue to implement and enhance a Response to Instruction and Intervention (RtI²) philosophy. The following diagram illustrates the components of RtI² at San Juan School.

Response to Instruction and Intervention at San Juan School



(2) Continuous use of student data.

San Juan School will promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. Efforts have already been implemented to focus on data. For example, Aromas-San Juan Unified School District has utilized the Santa Clara COE School Plan for Data Management and developed their Single Plans for Student Achievement. Also, during the 2009 – 2010 school year, ATI/Galileo has been used, which includes a research-based assessment, school information management systems, and curriculum. Galileo links assignments, web-based grade book, and online testing with school and district goals and state standards. Galileo provides meaningful data for decision-making and facilitates communication between the school and home.

Furthermore, teachers will develop common formative assessments to determine progress on a regular basis. These common assessments will be developed during Professional Learning Communities, based upon the questions: What do we want

students to learn? How will we know if they learned it? What will we do if they did not learn it? What do we do for students who did learn it?

Technology-based supports

As part of the instructional program, San Juan School will use and integrate technology-based supports and interventions. This will include purchasing and providing professional development in using Interactive White Boards with Learner Response Systems. Recent research from Robert Marzano indicates an increase in student engagement with the use of Promethean Boards. The Learner Response System will provide immediate feedback in checking for understanding. Furthermore, class sets/carts of laptop computers will be purchased in order for students to demonstrate their learning via Internet-researched reports, PowerPoint Presentations, and other web resources, e.g., *Webspiration*.

In preparing for this Transformation Model, several San Juan School committee members visited two schools in the area that have exited Program Improvement. One of the schools was identified as a Distinguished School in 2010. The San Juan committee members were very impressed with a web-based program, called *SuccessMaker*. *SuccessMaker* provides an individualized balanced, integrated approach to support core reading instruction in order to develop phonological awareness, phonics, reading fluency, vocabulary, and comprehension skills. The math *SuccessMaker* program allows learners to focus on how to do math in an engaging and motivating way. These programs will be installed in the existing computer lab and a schedule for all classes will be developed. Professional development will be provided on the most effective use of the program.

c. Increasing learning time and creating community-oriented schools:

(1) Increasing learning time.

This year, the school schedule changed markedly to create uninterrupted blocks of teaching time for mathematics and English Language Arts. These instructional blocks meet and exceed required minutes described in the APS. For example, in middle school the mathematics, instructional time is double the APS requirements. These daily blocks are a priority and are not interrupted by any other event. This has allowed for increased individualized attention and increased learning of the state mathematic standards. Based upon the needs assessment, the Transformational Team determined that additional minutes should be added to the school day. This will provide opportunity for more interventions for some students, and enrichment/elective time for others.

Core content curriculum will be the focus for the dedicated teaching block time. Weekly lesson plans that reflect APS guidelines will be reviewed by the Principal. The essential standards, pacing guide, and collaboration will ensure consistency within and across

grade levels. Student engagement strategies will be emphasized including: DataWorks' *Explicit Direct Instruction* and WestEd's *Teach for Success* techniques. These strategies will be monitored by principal walkthroughs, WestEd consultants, and peer coaching. Interactive white boards with learning response systems will be purchased and utilized by all teachers. Robert Marzano's recent research has demonstrated increased student engagement and increased checking for understanding when Interactive White Boards are used.

(2) Creating a community-oriented culture.

In order to provide ongoing mechanisms for family and community engagement, the school and district will purchase and implement use of *Blackboard ConnectEd*. This is a software program that notifies the school community about emergencies and school events within minutes via voice mail or text.

In order to foster more parent involvement, a position of Community Coordinator will be established. The Community Coordinator will be responsible for organizing and facilitating parent training in both English and Spanish on a variety of topics such as family literacy, math training, character development, school safety, volunteer training, and improved student study habits. Furthermore, the Community Coordinator will oversee a Parent Resource Center, which will house an existing copy machine, along with several computers. Additionally, the Community Coordinator will synchronize volunteer hours to meet teacher needs and sustain the existing school learning laboratory garden.

(3) Improving school climate and discipline.

Based upon San Juan's needs assessments, it is vital to address challenges with discipline, bullying, and student harassment. The initial step in improving discipline at the site will be for the entire staff to develop and implement school-wide agreements. These agreements will be brief, positive statements and will be learned by all students and parents via school assemblies, class meetings, parent meetings, and bulletins.

A system of positive behavioral supports will be implemented, e.g., Positive Behavior Intervention and Supports (PBIS). PBIS is a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices. Professional development for PBIS is offered through the Santa Clara County Office of Education and includes team training and coaches training. The team will determine a Character Education Program.

San Juan School has a 27% suspension rate which inhibits effective delivery of the instructional program. The school intends to put into place a Responsibility Center to reduce off campus suspension and a place to modify behavior. This intervention will be phased out over time but will increase student engagement.

(4) Establishing a pre-kindergarten program.

Since not all members of the San Juan attendance area have access to a preschool program, the Transformational Model will establish a new high quality Pre-Kindergarten Program. This Pre-K Program will include a certificated Preschool Teacher and Instructional Aide and will be located on the campus in an existing, available room. The curriculum will be based on the California Preschool Learning Foundations to prepare students for kindergarten. Additionally, the staff will work with the two existing income-based preschools in town to assure all preschool programs meet or exceed the rigorous Learning Foundations.

d. Sufficient operational flexibility and sustained support:

(1) Operational flexibility.

Operational flexibility will be accomplished through cooperation between Teacher Union representatives and the District. A Memorandum of Understanding will be developed in summer 2010, which will allow the District to hire a reading coach and four Para-educators to teach an intensive intervention program, *READ 180*. Also, three new teachers will be hired to eliminate four combination classrooms, which will in turn help increase student achievement. Another area of flexibility will be extending instructional time one hour per day. This opportunity will allow at-risk students to receive leveled interventions and homework help. This additional time will help the needs of students who are proficient and higher by providing enrichment classes. Increased time will also take the form of a “before school” program. The school library will be open an hour earlier for homework help and quiet reading time until the school campus opens.

(2) Sustained support.

San Juan school will receive ongoing intensive technical assistance and support from the LEA through the Learning Coordinator. The Learning Coordinator will ensure that all aspects of the Transformation Model are being implemented in a timely manner. The Learning Coordinator will report to the District Superintendent on a regular basis. Reports to the School Board regarding progress in the Transformation Model will occur quarterly.

The external provider, West Ed, will also provide ongoing technical assistance for approximately 50 – 60 days per year. This will include professional development, walk-throughs, coaching, and administrative support.

Action plan development: The action plan includes timelines, budget allocations, funding sources, and identifies specific implementation benchmarks that are monitored as the plan is implemented. The implementation benchmarks fall into three key areas:

student achievement, reciprocal accountability agreements, and progress on six characteristics of high performing schools.

Ongoing Monitoring: WestEd provides an online support system, called *Tracker* that offers the district and school a streamlined, organized, and useful process for tracking the implementation and progress of all transformation efforts. Tracker offers the ability to provide extensive, context-sensitive information during implementation of the action plan. In short, *Tracker* builds the capacity of the district and school to refocus efforts on improving educational outcomes while facilitating the fulfillment of administrative requirements.

Annual Evaluation: WestEd staff prepares an annual evaluation report for the District that focuses on outcomes and is designed to inform key stakeholders, including the local school board, parents and community members, and the state department of education, of the progress being made.

On-site Principal and Teacher Coaching and Training: Following are coaching and training services available from WestEd. WestEd will provide specific technical assistance based on the final action plan and the ongoing needs of the school.

Local Accountability Professional Development Series (LAPDS): LAPDS' training services are based on research in mastery learning theory and the alignment of curriculum, lesson planning, instruction, and assessment. This alignment provides students with specific, immediate feedback and multiple opportunities to demonstrate proficiency of the academic standards. The training, and ongoing support, includes: Identifying and Using Essential Standards, Building Benchmark Assessments, Reviewing Benchmark Assessment Items, Monitoring Student Achievement, Using Data for Standards-Based Instruction, Unpacking Standards, Developing Instructional Calendars and Curriculum Mapping, Developing Common Formative Assessments, and Implementing Reteach and Enrichment Strategic Interventions.

Teach for Success and Coach for Success Programs. T4S is a professional development program that brings research-based teaching practices together into a useable framework so administrators, instructional coaches, and teachers have a common language to objectively discuss, plan, and examine classroom instruction. The T4S program combines both content and guided practice for administrators, instructional coaches, and teachers to learn and be able to recognize specific research-based teaching strategies that lead to increased student achievement. The program also prepares administrators and coaches to use a process that combines observation, analysis, and a variety of ways to provide feedback to monitor and improve teachers' implementation of these strategies.

English Learners and the Language Arts (ELLA): ELLA training sessions focus on research-based effective instruction for EL students, including: increasing student

engagement, participation, and interaction; structuring opportunities for academic talk; academic vocabulary instruction; and explicit reading strategies.

Each training session is designed so that participants learn manageable chunks of evidence-based, practical information that they can use in their classrooms. Follow-up onsite technical assistance includes demonstration lessons and peer reflective coaching sessions to support teachers with what they've learned in the training sessions.

Overall Technical Assistance Goal

As previously mentioned, the overall goal of WestEd, as the external lead partner organization, is to build the capacity of the school and district to sustain the transformation effort both during and beyond the time period of the grant. All technical assistance is geared toward that goal.

iv. Recruitment, Screening, and Selection of External Providers

Given the limited personnel and small size of San Juan School and the Aromas-San Juan School District, an external provider is necessary to help guide and implement reforms that would be difficult for the school to put into action alone.

In selecting an external provider, the district and school administration agreed upon specific qualifications related to the experience and track record of a prospective provider.

These qualifications were:

- The ability to provide a variety of training, support, and coaching services that will build the capacity of the school to sustain growth beyond the grant.
- The personnel resources necessary to provide substantial and ongoing assistance to the school over an extended period of time.
- A fully developed vision and approach to school improvement.
- A variety of intervention models that could be customized to fit San Juan School's particular needs.
- Experience conducting ongoing needs assessments.
- A long history and track record of helping schools improve.

When a discussion at the site and district administration level took place regarding selection of an external provider, it became apparent that one organization with which the school district already had a working relationship appeared to meet all of the agreed upon qualifications. That organization, WestEd, was contacted and asked to submit a narrative and data providing evidence that it had the track record and capacity to meet all of the district's criteria. The narrative and data appear at the end of this section, and clearly show that WestEd does meet all criteria.

In addition, the current San Juan School principal worked with WestEd as an external provider at her previous school, Marks Elementary in Dos Palos, CA, during the 2008-2009 school year. In that time, the school's API increased 82 points and the school met all AYP criteria.

However, before making a final decision, other organizations were also considered. One of these was DataWORKS, which had recently conducted some professional development with the school. While DataWORKS met some of the agreed upon qualifications, it lacked a fully developed approach to school transformation. The county office of education was also contacted and agreed to provide support, but could not commit to an ongoing relationship as the SIG external provider.

In addition, the district and site administration received numerous email advertisements from organizations offering to provide training aligned to specific components of SIG, but no organization offered a coherent approach to school transformation.

Based upon this information, the school and district administration made the decision to select WestEd as the external provider. This decision was first brought to the Aromas-San Juan Teachers' Association, and the association president fully endorsed the decision.

Next, the decision was brought to the School Site Council. A presentation regarding WestEd's background and qualifications was made and the School Site Council voted to select WestEd as the SIG external provider. Finally, the decision was brought to the School Board, which voted to approve WestEd as the external provider for San Juan School.

Following is the narrative and the data provided to the district by WestEd, demonstrating that its history and proven track record meet all of the agreed-upon qualifications.

History

WestEd (www.wested.org) is a preeminent educational research, development, and service organization with 600 employees and 17 offices nationwide. WestEd has been a leader in moving research into practice by conducting research and development (R&D) programs, projects, and evaluations; by providing training and technical assistance; and

by working with policymakers and practitioners at state and local levels to carry out large-scale school improvement and innovative change efforts. WestEd's mission—to work with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults—is addressed through a full range of projects. Over the past 42 years, WestEd and its two predecessors, Far West Laboratory for Educational Research and Development and Southwest Regional Laboratory, have carried out nearly 2,000 successful projects representing major contributions to the nation's R&D resources. WestEd has from 450 to 700 active contracts and grants at any given time. Current work extends to include most states in the nation and an increasing number of other countries.

Experience

WestEd has provided school and district improvement services for over 10 years in several states with demonstrated success in turning around low-performing schools and districts. These experiences, combined with its well-earned reputation for high-quality research and evaluation over the past 40 years, make WestEd a valuable guide and partner in improving student achievement. WestEd staff works within the culture and context of each school and district, adapting its school transformation or turnaround approach to address specific challenges and take advantage of existing assets while building on proven strategies to support student learning.

Since 2003, WestEd has served as an approved School Assistance and Intervention Team (SAIT) provider, certified to provide intervention and support services to the California's state monitored schools. As one of the most frequently used SAIT providers, WestEd has served 34 state-sanctioned schools in 2008 and 2009. SAITs are guided by California statute. Services provided include conducting an academic program needs assessment based on the California Department of Education's (CDE) Academic Program Survey (APS), writing a Report of Findings and Corrective Actions, monitoring the implementation of the Corrective Action Plan, and providing ongoing technical assistance and support.

In addition to working directly with schools, WestEd teams also work at the district level to improve student achievement across all district schools. In 2008 and 2009, WestEd teams worked intensively with five districts in Washington, eight districts in California, two districts in New Hampshire, and the Creighton Elementary School District in Arizona. Similar to its work with schools, services provided include conducting a thorough needs assessment, working with the district to prioritize needs and write an action plan, providing professional development and coaching focused on implementation of the action plan, and monitoring implementation, working with the district to make course corrections where needed.

The impact of this work is readily apparent from the increase in student achievement in the schools and districts that WestEd serves.

WestEd's corporate offices are located at:

730 Harrison Street, San Francisco, CA, 94107-1242.

WestEd's Vision and Approach to School Improvement

Relatively little research has been done in turnaround schools, and the research that does exist on "beating the odds" schools generally describes what they look like, not how they got there. WestEd's approach is based on what is known about schools that, given their demographics alone, might be expected to perform poorly but, instead, are doing well. We know that such schools share the following six characteristics:

1. They have effective school leadership.
2. They are staffed with committed, highly qualified teachers who use effective and equitable instructional practices.
3. They provide a rigorous, standards-based curriculum and use formative assessments to understand student learning and guide instruction.
4. They incorporate targeted, ongoing professional development to ensure instructional quality and share best practice.
5. They have created a safe school environment and a supportive climate of mutual trust.
6. They align all of their fiscal and human resources to support student achievement.

Thus, in WestEd's work with low-performing schools, these six characteristics serve as key objectives that a school must meet if it is to significantly improve its performance. While some school-change efforts focus on just one or two of these areas (e.g., strengthening leadership, improving curriculum and instruction), WestEd recognizes that all are essential to dramatic and rapid improvement and, equally important, all must coalesce into a singular focus on improved student learning (Bryk, et al., 2010).

In addition, three key operating principles frame WestEd's vision for school improvement.

- ***Reciprocal Accountability***

The WestEd school improvement strategy employs the concept of "reciprocal accountability," which holds that all stakeholders must be held accountable to high and clearly defined expectations. In schools we work with, teachers, administrators, staff, as well as the external support providers who help set the expectations, participate in regular evaluations of their work.

WestEd believes that "low-achieving schools" do not exist in isolation. They cannot be turned around without strong district support in areas such as human relations, professional development, student safety, procurement, technology, and learning materials. The approach is to define the specific supports that are needed and to build the district's capacity to ensure individuals and offices are

capable of providing these supports in a reliable and consistent fashion with reciprocal accountability.

- ***Local Stakeholder Support***

The kind of dramatic change necessary to transform low-performing schools requires high levels of trust and strong support from teachers, school administrators, parents, the community and district staff. Building broad-based local support can only be established through ongoing dialogue and collaboration. Prior to formal engagements with a school, WestEd meets with local stakeholders and listens to their perspectives on the challenges that lie ahead. The WestEd Team invites participants to describe the school's assets—programs and practices that should be expanded because they are improving student achievement.

Throughout the partnership, WestEd Teams build local stakeholder support and sustain trusting relationships by being transparent about the improvement effort and progress being made in meeting mutual goals, and by providing regular opportunities for stakeholder feedback.

- ***Implementation is Key***

Although we strongly believe that a well-crafted Action Plan, based on clearly identified needs, is crucial to a school's eventual success, the plan is only the first step. What WestEd's experience and research indicates is that most plans are never fully implemented, and their intended benefits remain illusive. To avoid this pitfall, we are relentless in our insistence that agreed-upon plans be implemented as designed or modified if necessary.

The activities we emphasize in regard to implementation are based on the work of Dean Fixsen and his colleagues at the National Implementation Research Network. They have drawn from a broad base of research in sociology, psychology, and medicine to define implementation as a specified set of activities and steps to move a program to sustainability. (Fixsen, 2009.) They have identified several core components, referred to as *implementation drivers*, which are key to successful implementation and sustainability. These components include the following:

- Staff selection
- Pre-service training
- Ongoing coaching and consultation
- Staff performance evaluation
- Program evaluation
- Facilitative administrative supports, including using data systems to support decision-making, leadership, and keeping staff focused
- Systems interventions.

Examples of WestEd's Successes

Noralto Elementary School, Twin Rivers Unified School District (Sacramento, CA)

WestEd has provided district and school improvement services to Noralto Elementary since 2006. Noralto has been a “school on the move” for the last three years. California Academic Performance Index (API) scores have consistently, and rapidly, raised from **672** in 2006 to **777** in 2009, a gain of 105 points compared to a statewide gain of 34 points in the same period. Again, students at Noralto progressed at a rate of three times the state average. In addition, the school has now met all Adequate Yearly Progress (AYP) criteria. Below are the school-wide Standardized Testing and Reporting (STAR) results for Noralto Elementary School.

Grades: K-6

Enrollment: 661

English Learners: 61%

Free/Reduced-Price Lunch: 85%

Demographics:

- | | | | |
|--------------------|-----|---------------------|-----|
| • American Indian | 1% | Hispanic | 59% |
| • Asian | 20% | African American | 9% |
| • Pacific Islander | 1% | White | 6% |
| • Filipino | 1% | Multi / No Response | 2% |

Noralto Elementary: 2006 to 2009 % Proficient or Advanced (State)					
	2006	2007	2008	2009	Change <i>from 2006 to 2009</i>
Math	34(48)	30(49)	37(51)	53(54)	+19(+6)
English-Language Arts	25(45)	28(46)	38(48)	50(52)	+25(+7)
Science	4(35)	11(38)	20(46)	21(49)	+17(+14)

Source: AYP Progress Report, CDE, DataQuest (math and English), STAR Test Results, CDE, DataQuest (science)

George Nicoloff Elementary School, South Bay Union Elementary District (San Diego, CA)

WestEd has provided district and school improvement services to South Bay Union Elementary District, since 2006. In 2008-2009, four schools in the district achieved over 35 points of API growth, with two schools posting API growth of over 60 points, more than quadruple the state average.¹ According to the California API, in 2009, Nicoloff Elementary School met its growth targets school-wide and for all subgroups. Below are the school-wide STAR results for Nicoloff Elementary School.

Grades: K-6

Enrollment: 877

English Learners: 71%

Free/Reduced-Price Lunch: 86%

Demographics:

- | | | | |
|--------------------|----|---------------------|-----|
| • American Indian | 0% | Hispanic | 96% |
| • Asian | 0% | African American | 1% |
| • Pacific Islander | 0% | White | 1% |
| • Filipino | 1% | Multi / No Response | 0% |

Nicoloff (George) Elementary: 2007 to 2009 % Proficient or Advanced (State)				
	2007	2008	2009	Change from 2007 to 2009
Math	26(49)	35(51)	48(54)	+22(+5)
English-Language Arts	19(46)	20(48)	37(52)	+18(+6)
Science	6(38)	16(46)	28(49)	+22(+10)

Source: AYP Progress Report, CDE, DataQuest (math and English), STAR Test Results, CDE, DataQuest (science)

¹ The California average for API growth in 2008-2009 was 14 points.

Modesto City Elementary School District (Modesto, CA)

WestEd has provided district and school improvement services to Modesto City Elementary School District, since 2006. Based on California Accountability Progress.

Reporting in 2008-2009, four schools that worked with WestEd made AYP in all areas, and eight schools achieved over 30 points of API growth, more than double the state average for API growth.

Type of district: Elementary

Enrollment: 15,672

English Learners: 36%

Free/Reduced-Price Lunch: 80%

Demographics:

- | | | | |
|--------------------|----|---------------------|-----|
| • American Indian | 1% | Hispanic | 64% |
| • Asian | 5% | African American | 5% |
| • Pacific Islander | 1% | White | 24% |
| • Filipino | 1% | Multi / No Response | 1% |

Modesto City Elementary School District: 2006 to 2009					
% Proficient or Advanced (State)					
	2006	2007	2008	2009	Change from 2006 to 2009
Math	42(48)	48(49)	47(51)	51(54)	+9(+6)
English-Language Arts	33(45)	35(46)	36(48)	43(52)	+10(+7)
Science	27(35)	34(38)	42(46)	43(49)	+16(+14)

Source: AYP Progress Report, CDE, DataQuest (math and English), STAR Test Results, CDE, DataQuest (science)

Marks Elementary School, Dos Palos Oro Loma Joint Unified School District, Dos Palos, CA

WestEd has provided district and school improvement services to Marks Elementary since the summer of 2008. Under the guidance of WestEd, Marks increased 82 API points - far exceeding its school-wide and subgroup growth targets, and far exceeding the state growth of 14 points. In addition, Marks met all 21 of 21 AYP Criteria. Below are the school-wide Standardized Testing and Reporting (STAR) results for Marks Elementary School.

Grades: 3-5

Enrollment: 506

English Learners: 48%

Free/Reduced-Price Lunch: 76%

Demographics:

- | | | | |
|--------------------|-----|---------------------|-----|
| • American Indian | <1% | Hispanic | 73% |
| • Asian | <1% | African American | 3% |
| • Pacific Islander | 0% | White | 21% |
| • Filipino | 0% | Multi / No Response | 2% |

Marks Elementary: 2008 to 2009 % Proficient or Advanced (State)			
	2008	2009	Change <i>from 2008 to 2009</i>
Math	30(51)	42(54)	+12(+3)
English-Language Arts	18(48)	32(52)	+14(+3)
Science	7(46)	32(49)	+25(+3)

Source: AYP Progress Report, CDE, DataQuest (math and English), STAR Test Results, CDE, DataQuest (science)

v. Alignment of Other Resources with the Selected Intervention Models

The Aromas-San Juan Unified School District intends to utilize all available resources to implement the Intervention Model selected. The District launched a reform agenda with multiple sources of funds including: Title 1, Title III, EIA, general fund, and community donations. The following is a description of what was started and the foundation we will build upon with the School Improvement Grant. With the combination of existing funds, and the School Improvement funds, San Juan School will be able to accelerate their goals of student achievement.

In the 2008 – 09 school year, San Juan teachers participated in professional development regarding Explicit Direct Instruction (EDI) through DataWorks. This continued into the 2009-10 school year and included coaching for Teacher Leaders, Principal walkthroughs and follow-up sessions regarding EDI. The strategies for EDI will continue to be encouraged throughout this Transformational Model. The consultants from WestEd will incorporate these strategies when working with staff and administrators in the coaching and Teach for Success Professional Development.

During the 2009-10 school year, WestEd Consultants provided professional development in unpacking the standards and in determining essential standards. These essential standards will be incorporated into the pacing calendars that will be developed in the 2010-11 school year.

The Aromas San Juan School District implemented ATI/Galileo in November of 2009. This was initiated at the two elementary schools, San Juan and Aromas, and will eventually be in place at Anzar High School. This web-based program provides benchmark assessments for English Language Arts and Mathematics. The benchmarks will be included in the pacing guide and aligned with the essential standards.

Two preschool programs are currently operating in San Juan through First Five and Head Start. Most of the students enrolled in these preschools will be San Juan School Students. However, these two programs do not accommodate for all of the preschool students due to the strict qualifications. Therefore, the Transformation Model will allow for a pre-kindergarten class to operate and serve more San Juan students.

vi. DAIT - N/A

vii. Modification of LEA Practices or Policies

The District Superintendent received a letter of intent from the President of the Aromas-San Juan Unified School District Teachers' Association to enter into good faith bargaining to negotiate the following items:

- 1) Increase the instructional day by one hour;

- 2) Develop and implement an evaluation system based upon multiple observations and data on student growth, with principal and teacher involvement;
- 3) Identify and implement a system of rewards for school leaders and teachers;
- 4) Identify and remove teachers, who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- 5) Provide high quality job-embedded professional development;
- 6) Determine and provide financial incentives and increased opportunities for promotion and career growth and more flexibility for career growth and retention of staff;
- 7) Build a process where an individual cannot be transferred to the San Juan School Site without mutual consent of the principal, regardless of teacher seniority.

The Aromas-San Juan Unified School District will engage in identifying policies and practices that inhibit student performance. Furthermore, policies will be included to prioritize resources to lower performing schools

viii. Sustainment of the Reforms after the Funding Period Ends

San Juan School intends to implement a waiver to extend funding through September 30, 2013. The Aromas-San Juan Unified School District currently has a negative certification with regards to its fiscal status.

The use of SIG funds has been carefully designed to make the most effective impact in easily sustainable ways. Title I will be a fiscal resource for coaching and staff development. Maintenance and repairs of technology will be supported by general funds along with interventions and curriculum replacement. With the new programs in place and student academic growth increasing, interventions for at-risk students will decrease.

It is the belief that 2/3 of the grant will be sustainable due to building capacity of teachers and administrators. Furthermore, purchasing state-adopted ELA/ELD, Science and Social Science Curricula and interventions will be a one time event, but will continue to build the capacity of the teachers in their classrooms. In addition, purchasing technology for the 21st Century Classrooms will be sustainable.

Currently, there are more students who need intensive interventions than students who are successful in the core program. In three years, the goal will be to have fewer students in need of intensive interventions and more students who are successful in the core programs, thereby reversing the current trend, and thus increasing student achievement. This increase in performance will contribute to the sustainability of San Juan's reform effort.

ix. Establishment of Challenging LEA Annual School Goals for Student Achievement

San Juan School has established SMART goals as part of the SIG plan. The goals are related to the growth of individual student achievement during the school year.

School-wide English Language Arts SMART Goals

Currently, 32% of students are proficient or advanced in ELA, as measured by the CST.

By May 2011, 48% of students will be proficient or advanced in ELA as measured by the district benchmarks and the CST.

By May 2012, 64% of students will be proficient or advanced in ELA as measured by the district benchmarks and the CST.

By May 2013, 80% of students will be proficient or advanced in ELA as measured by the district benchmarks and the CST.

School-wide Mathematics SMART Goals

Currently, 21% of students are proficient or advanced in mathematics, as measured by the CST.

By May 2011, 40% of students will be proficient or advanced in mathematics as measured by the district benchmarks and the CST.

By May 2012, 60% of students will be proficient or advanced in mathematics as measured by the district benchmarks and the CST.

By May 2013, 80% of students will be proficient or advanced in mathematics as measured by the district benchmarks and the CST.

SMART Goals in ELA for English Learners

Currently, 12% of English Learners are proficient or advanced in ELA, as measured by the CST.

By May 2011, 28% of English Learners will be proficient or advanced in ELA as measured by the district benchmarks and the CST.

By May 2012, 44% of English Learners will be proficient or advanced in ELA as measured by the district benchmarks and the CST.

By May 2013, 60% of English Learners will be proficient or advanced in ELA as measured by the district benchmarks and the CST.

SMART Goals in Mathematics for English Learners

Currently, 13% of English Learners are proficient or advanced in mathematics, as measured by the CST.

By May 2011, 33% of English Learners will be proficient or advanced in mathematics as measured by the district benchmarks and the CST.

By May 2012, 53% of English Learners will be proficient or advanced in mathematics as measured by the district benchmarks and the CST.

By May 2013, 75% of English Learners will be proficient or advanced in mathematics as measured by the district benchmarks and the CST.

Monitoring of Goals

To monitor student progress toward these goals, school personnel will have access to a data management system (ATI/Galileo) that can report on several measures of student achievement on an individual, sub-group, class, grade, and whole school performance. Data will also be accessed through the School Plan/School Charts.

The measures will include standards-based grades, common formative assessments developed by teachers at a grade level/course, district benchmark assessments, and state assessments on core content standards and ELD standards.

Working with the external provider, the school will agree on at least three measures of individual student performance that will be common for all students. In addition, the teachers may add an additional measure for individual students based on their instructional program. The data management system is configured to collect the data on the required and optional measures in a way that produces easy-to-read reports for teachers, students, and parents.

Teachers will collect and report data on the measures assigned to each student. The teachers and principal will meet monthly to discuss the data collected on each student. The principal will share the data for the school with the Superintendent on a monthly basis. The Superintendent will report student achievement data to the School Board of Education every quarter.

The data collection system provides combined reports of the measures for each student as well as single measure reports that identify the strengths and weaknesses of the student in learning content standards and ELD standards. The data collection system *has the capacity to calendar the standards-based lessons plus, re-teach and provide enrichment lessons planned by each teacher to provide a record of the instructional time allocated to each standard.* Each month, the teacher will collect and share with the principal an analysis of the student work produced during the lessons, the common formative assessment results, the grades assigned to the student work, and whether the

student had adequate time to master the standard based on the research on mastery learning and the effectiveness of multiple opportunities to practice.

The teachers will develop and grade the students on a standards-based report card that will use a 4 point scale to indicate the performance level of the assignment or assessment achieved by the student: 4 = exceeds the standard, 3 = meets the standard, 2 = approaches the standard, 1 = below the standard. The teachers will use model student work products to assign the grades that have been agreed to by the teachers at the grade level and validated by the external provider as samples of grade level work aligned to the grade level content standards at the four performance levels. All assignments and assessments will be converted to the scale and weighted based on the amount of class time allocated to the instruction on the standard. The weighted scale scores will be added and averaged for the report card grade.

At the end of the quarter, the multiple measures will be evaluated to determine if each student has made progress on improving the level of performance in content standards and ELD standards. Scale scores will be assigned to each measure and combined based on an agreed upon weight of each measure into a growth index score (similar to API methodology). The growth index score will be reported to students, parents, teachers, administrators and the external provider.

x. TIER III - N/A

xi. Consultation with Relevant Stakeholders

San Juan School's LEA performed an extensive and intentional process of consulting with stakeholders concerning the choice of school improvement models. Relevant stakeholders included administration, teachers, staff, parents, volunteers, the School Site Council, the English Learners Advisory Committee, the School Board, and any other interested community members. As the school population is made up of over half English Learners, a translator was present at all meetings and input from non-English speakers was strongly encouraged. In addition, many other conversations concerning the models took place informally between staff and parents. In an effort to educate everyone on the choice of models and the opportunities of each model, stakeholders were asked to voice their opinions or ask any questions. The Principal and Superintendent repeatedly offered to speak with anyone individually concerning this. Meetings were announced via fliers sent home with each child, as well as on the public San Juan School announcement board.

SIG Form 4a—LEA Projected Budget**LEA Projected Budget**

Fiscal Year 2010–11

Name of LEA: Aromas-San Juan Unified School District	
County/District (CD) Code: 35-75259	
County: San Benito	
LEA Contact: Willard McCabe	Telephone Number: 831-623-4500 x1213
E-Mail: wmccabe@sbcoe.org	Fax Number: 831-623-4907
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	\$40,000	\$40,800	\$41,617
2000– 2999	Classified Personnel Salaries			
3000– 3999	Employee Benefits	\$11,945	\$12,044	\$12,145
4000– 4999	Books and Supplies			
5000– 5999	Services and Other Operating Expenditures			
6000– 6999	Capital Outlay			
7310 & 7350	Indirect Costs	\$3,345	\$3,403	\$3,462
7370 & 7380	Transfers of Direct Support Costs	\$111,687	\$90,819	\$83,033
Total Amount Budgeted		\$166,977	\$147,066	\$140,257

SIG Form 4b–School Projected Budget**School Projected Budget**

Fiscal Year 2010–11

Name of School: San Juan School	
County/District/School (CDS) Code: 35-75259-6035117	
LEA: Aromas-San Juan USD	
LEA Contact: Willard McCabe	Telephone Number: 831-623-4500 Ext 1213
E-Mail: wmccabe@sbcoe.org	Fax Number: 831-623-4907
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	\$611,320	\$636,912	\$630,244
2000– 2999	Classified Personnel Salaries	\$228,303	\$233,636	\$206,305
3000– 3999	Employee Benefits	\$232,975	\$235,320	\$230,020
4000– 4999	Books and Supplies	\$463,565	\$126,865	\$ 66,765
5000– 5999	Services and Other Operating Expenditures	\$198,100	\$177,500	\$156,000
6000– 6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		\$1,734,263	\$1,410,233	\$1,289,334

Activity Description						Subtotal	Object Code
<ul style="list-style-type: none">Hire Learning Coordinator to monitor and complete all grant requirements as designated for SIGEmployee benefits for Learning Coordinator						122,417	1300
						36,134	3000
<u>Detail</u>							
		Year 1	Year 2	Year 3			
STRS	8.25%	3,300	3,366	3,433	3101		
Medicare	1.45%	580	592	603	3301		
Health Package	14,000	7,000	7,000	7,000	3401		
Unemployment	0.72%	288	294	300	3501		
Workers' Comp	1.94%	777	793	809	3601		
		\$11,954	\$ 12,044	\$ 12,145			
<ul style="list-style-type: none">Indirect cost for DistrictTransfer of District support cost						10,210	7310
						285,539	7370

School Budget Narrative

Activity Description	Sub total	Object Code																																																
<ul style="list-style-type: none">The site will hire three new teachers to eliminate combination classesEmployee benefits associated with 3 new hires	641,738	1100																																																
<div>Detail</div> <table><tr><td></td><td></td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td></td></tr><tr><td>STRS</td><td>8.25%</td><td>\$ 17,300</td><td>\$ 17,646</td><td>\$ 17,998</td><td>3101</td></tr><tr><td>Medicare</td><td>1.45%</td><td>\$ 3,041</td><td>\$ 3,101</td><td>\$ 3,163</td><td>3301</td></tr><tr><td>Health Package</td><td>14,000</td><td>\$ 42,000</td><td>\$ 42,000</td><td>\$ 42,000</td><td>3401</td></tr><tr><td>Unemployment</td><td>0.72%</td><td>\$ 1,510</td><td>\$ 1,540</td><td>\$ 1,571</td><td>3501</td></tr><tr><td>Workers' Comp</td><td>1.94%</td><td>\$ 4,074</td><td>\$ 4,156</td><td>\$ 4,239</td><td>3601</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>\$ 67,924</td><td>\$ 68,443</td><td>\$ 68,971</td><td></td></tr></table>			Year 1	Year 2	Year 3		STRS	8.25%	\$ 17,300	\$ 17,646	\$ 17,998	3101	Medicare	1.45%	\$ 3,041	\$ 3,101	\$ 3,163	3301	Health Package	14,000	\$ 42,000	\$ 42,000	\$ 42,000	3401	Unemployment	0.72%	\$ 1,510	\$ 1,540	\$ 1,571	3501	Workers' Comp	1.94%	\$ 4,074	\$ 4,156	\$ 4,239	3601									\$ 67,924	\$ 68,443	\$ 68,971		205,338	3000
		Year 1	Year 2	Year 3																																														
STRS	8.25%	\$ 17,300	\$ 17,646	\$ 17,998	3101																																													
Medicare	1.45%	\$ 3,041	\$ 3,101	\$ 3,163	3301																																													
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Workers' Comp	1.94%	\$ 4,074	\$ 4,156	\$ 4,239	3601																																													
		\$ 67,924	\$ 68,443	\$ 68,971																																														
<ul style="list-style-type: none">The site will create a preschool program at San Juan School which is standards basedEmployee benefits associated with preschool employee	211,087	1100																																																
<div>Detail</div> <table><tr><td></td><td></td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td></td></tr><tr><td>STRS</td><td>8.25%</td><td>\$ 5,767</td><td>\$ 5,766</td><td>\$ 5,882</td><td>3101</td></tr><tr><td>Medicare</td><td>1.45%</td><td>\$ 1,014</td><td>\$ 1,013</td><td>\$ 1,034</td><td>3301</td></tr><tr><td>Health Package</td><td>14,000</td><td>\$14,000</td><td>\$14,000</td><td>\$ 14,000</td><td>3401</td></tr><tr><td>Unemployment</td><td>0.72%</td><td>\$ 503</td><td>\$ 503</td><td>\$ 513</td><td>3501</td></tr><tr><td>Workers' Comp</td><td>1.94%</td><td>\$ 1,358</td><td>\$ 1,358</td><td>\$ 1,385</td><td>3601</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>\$22,641</td><td>\$22,641</td><td>\$ 22,814</td><td></td></tr></table>			Year 1	Year 2	Year 3		STRS	8.25%	\$ 5,767	\$ 5,766	\$ 5,882	3101	Medicare	1.45%	\$ 1,014	\$ 1,013	\$ 1,034	3301	Health Package	14,000	\$14,000	\$14,000	\$ 14,000	3401	Unemployment	0.72%	\$ 503	\$ 503	\$ 513	3501	Workers' Comp	1.94%	\$ 1,358	\$ 1,358	\$ 1,385	3601									\$22,641	\$22,641	\$ 22,814		68,097	3000
		Year 1	Year 2	Year 3																																														
STRS	8.25%	\$ 5,767	\$ 5,766	\$ 5,882	3101																																													
Medicare	1.45%	\$ 1,014	\$ 1,013	\$ 1,034	3301																																													
Health Package	14,000	\$14,000	\$14,000	\$ 14,000	3401																																													
Unemployment	0.72%	\$ 503	\$ 503	\$ 513	3501																																													
Workers' Comp	1.94%	\$ 1,358	\$ 1,358	\$ 1,385	3601																																													
		\$22,641	\$22,641	\$ 22,814																																														

Activity Description						Subtotal	Object Code
<ul style="list-style-type: none"> The site will extend instruction one hour per day for targeted instruction /interventions Employee benefits associated with extending the school day one hour 						549,642	1100
						67,952	3000
Detail							
		Year 1	Year 2	Year 3			
STRS	8.25%	\$ 14,850	\$ 15,147	\$ 15,348	3101		
Medicare	1.45%	\$ 2,610	\$ 2,662	\$ 2,698	3301		
Health Package	14,000	\$ -	\$ -	\$ -	3401		
Unemployment	0.72%	\$ 1,296	\$ 1,322	\$ 1,340	3501		
Workers' Comp	1.94%	\$ 3,497	\$ 3,567	\$ 3,615	3601		
		\$ 22,253	\$ 22,698	\$ 23,000			
<ul style="list-style-type: none"> The site will hire a half time Learning Coordinator to promote a safe school environment and curriculum coordination Employee benefits associated with hiring the Learning Coordinator 						122,417	1300
						36,134	3000
Detail							
		Year 1	Year 2	Year 3			
STRS	8.25%	\$ 3,300	\$ 3,366	\$ 3,433	3101		
Medicare	1.45%	\$ 580	\$ 592	\$ 603	3301		
Health Package	14,000	\$ 7,000	\$ 7,000	\$ 7,000	3401		
Unemployment	0.72%	\$ 288	\$ 294	\$ 300	3501		
Workers' Comp	1.94%	\$ 777	\$ 793	\$ 809	3601		
		\$ 11,945	\$ 12,044	\$ 12,145			
<ul style="list-style-type: none"> The site will hire a reading coach to deploy the READ 180 program with students 2 years below grade level The employee benefits associated with the reading coach 						211,087	1900
						68,097	3000
Detail							
		Year 1	Year 2	Year 3			
STRS	8.25%	\$ 5,767	\$ 5,766	\$ 5,882	3101		
Medicare	1.45%	\$ 1,014	\$ 1,013	\$ 1,034	3301		
Health Package	14,000	\$14,000	\$14,000	\$ 14,000	3401		
Unemployment	0.72%	\$ 503	\$ 503	\$ 513	3501		
Workers' Comp	1.94%	\$ 1,358	\$ 1,358	\$ 1,385	3601		
		\$22,641	\$22,641	\$ 22,814			

Activity Description	Subtotal	Object Code			
<ul style="list-style-type: none">The site will hire 68 days of substitute teachers to cover the expense of quarterly planning day for data analysis, curriculum coordination and visitation of sister school	24,480	1100			
<ul style="list-style-type: none">The district shall establish a system of teacher rewards which include financial incentives and supplies. (This area is subject to negotiations but could include stipends for performance and expansion of classroom materials for high performance.)	37,500	1100			
	37,500	4300			
<ul style="list-style-type: none">The site will hire a 4 hour Instructional Aide for the preschool program	60,562	2100			
<ul style="list-style-type: none">The Employee benefits associated with the preschool program	14,577	3000			
Detail					
	Year 1	Year 2			
	Year 3				
PERS	10.707%	\$ 2,119	\$ 2,162	\$ 2,204	3202
Social Security & Medicare	7.65%	\$ 1,514	\$ 1,544	\$ 1,575	3302
Health Package	14,000	\$ -	\$ -	\$ -	3402
Unemployment	0.72%	\$ 143	\$ 145	\$ 148	3502
Workers' Comp	1.94%	\$ 385	\$ 392	\$ 400	3602
PERS Reduction	3.05%	\$ 604	\$ 616	\$ 628	3802
		\$ 4,764	\$ 4,859	\$ 4,954	
<ul style="list-style-type: none">Supplies for the preschool \$1,000 per month for 30 months for instructional supplies and materials.	30,000	4300			
<ul style="list-style-type: none">The site will hire an 8 hour Responsibility Center Technician to deal with discipline issues during the day and on-campus suspension	108,503	2400			
<ul style="list-style-type: none">The employee benefits associated with the Responsibility Center Technician	68,117	3000			
Detail					
	Year 1	Year 2	Year 3		
PERS	10.707%	\$ 3,676	\$ 3,921	\$ 4,020	3202
Social Security & Medicare	7.65%	\$ 2,626	\$ 2,801	\$ 2,873	3302
Health Package	14,000	\$ 14,000	\$ 14,000	14,000	3402
Unemployment	0.72%	\$ 247	\$ 264	\$ 270	3502
Workers' Comp	1.94%	\$ 667	\$ 712	\$ 730	3602
PERS Reduction	3.05%	\$ 1,047	\$ 1,117	\$ 1,145	3802
		\$ 22,264	\$ 22,814	\$23,038	
<ul style="list-style-type: none">The site will hire four 4 hour paraeducators to assist in the implementation of READ 180	242,285	2100			

Activity Description						Subtotal	Object Code
<ul style="list-style-type: none">The employee benefits associated with the READ 180 paraeducators						58,318	3000
Detail							
		Year 1	Year 2	Year 3			
PERS	10.707%	\$ 8,477	\$ 8,646	\$ 8,819	3202		
Social Security & Medicare	7.65%	\$ 6,056	\$ 6,177	\$ 6,301	3302		
Health Package	14,000	\$ -	\$ -	\$ -	3402		
Unemployment	0.72%	\$ 570	\$ 581	\$ 593	3502		
Workers' Comp	1.94%	\$ 1,538	\$ 1,569	\$ 1,600	3602		
PERS Reduction	3.05%	\$ 2,415	\$ 2,463	\$ 2,512	3802		
		\$ 19,056	\$ 19,437	\$ 19,825			
<ul style="list-style-type: none">The site will hire an 8 hour Technology Technician to maintain and train staff in all the new technologyThe employee benefits associated with the Technology Technician						148,560 77,758	2400 3000
Detail							
		Year 1	Year 2	Year 3			
PERS	10.707%	\$ 5,711	\$ 5,826	\$ 4,369	3202		
Social Security & Medicare	7.65%	\$ 4,081	\$ 4,162	\$ 3,122	3302		
Health Package	14,000	\$ 14,000	\$ 14,000	14,000	3402		
Unemployment	0.72%	\$ 384	\$ 392	\$ 294	3502		
Workers' Comp	1.94%	\$ 1,036	\$ 1,057	\$ 793	3602		
PERS Reduction	3.05%	\$ 1,627	\$ 1,660	\$ 1,245	3802		
		\$ 26,840	\$ 27,096	\$ 23,822			
<ul style="list-style-type: none">The site will hire staff on an hourly basis to train/educate parents in how to maximize their child's education and family literacyThe employee benefits associated with the parent education program						75,001 18,053	2900 3000
Detail							
		Year 1	Year 2	Year 3			
PERS	10.707%	\$ 3,123	\$ 3,123	\$ 1,785	3202		
Social Security & Medicare	7.65%	\$ 2,231	\$ 2,231	\$ 1,275	3302		
Health Package	14,000				3402		
Unemployment	0.72%	\$ 210	\$ 210	\$ 120	3502		
Workers' Comp	1.94%	\$ 567	\$ 567	\$ 324	3602		
PERS Reduction	3.05%	\$ 890	\$ 890	\$ 508	3802		
		\$ 7,020	\$ 7,020	\$ 4,012			

- The site will hire a Community Coordinator to oversee the coordination of volunteers
- The employee benefits associated with the Community Coordinator position

33,333 2900

8,023 3000

Detail

		Year 1	Year 2	Year 3	
PERS	10.707%	\$ 1,338	\$ 1,338	\$ 892	3202
Social Security & Medicare	7.65%	\$ 956	\$ 956	\$ 637	3302
Health Package	14,000	\$ -	\$ -	\$ -	3402
Unemployment	0.72%	\$ 90	\$ 90	\$ 60	3502
Workers' Comp	1.94%	\$ 243	\$ 243	\$ 162	3602
PERS Reduction	3.05%	\$ 381	\$ 381	\$ 254	3802
		\$ 3,009	\$ 3,009	\$ 2,006	

- The site will purchase and install 15 interactive white boards for all classrooms. This will include active response and tablet. 15 Promethean Boards with teacher tablets and set of student active response devices @ \$6,000 per classroom set.
- The site will install two 32-station computer labs to support intervention models one lab in the 2010 year and the second lab in the 2011 school year. Computers equipped with headphones and software at \$1,094 per workstation x 64 stations.
- The site will upgrade outdated computers on the site over a 2 year period. Computers equipped with headphones and software at \$1,094 per workstation x 46 stations.
- The site will upgrade the infrastructure and band width to support the use of technology in the school. Upgrade the connection T1 line Internet connection with the San Benito County Office of Education to a fiber line for \$5,000. Replace routers, site server and site wireless (WAN) for \$15,000.
- The site will install Connect Ed, a parent communication system at a cost of \$7.50 per student per year. \$7.50 per student (390) times 3 years.
- The site will purchase the READ 180 program as a reading intervention program. \$67,500 for the program and \$5,750 for two years maintenance agreement
- The site will purchase a new ELD program for daily use by all teachers. \$50,000 for ELD program materials cost and 15 teacher resource kits @ \$1,000 each.

90,000 4,400

70,000 4400

50,000 4400

20,000 4400

8,775 4300

<ul style="list-style-type: none"> The site will purchase Success Maker, a computer based intervention program for Math and English Language Arts. Software and server cost is \$95,000 and two year maintenance fee of \$5,000 per year. The site will expand instructional budgets. \$1,720 per month over 36 months for manipulatives and consumables The site will purchase a character education program. Purchase a computer program such as Character Counts at \$75 per student plus two years of maintenance at \$5,000 per year. The site will train the staff in the new ELA curriculum and participate in conferences such as the PLC conference AB 466 ELA Training at \$650 per teacher, \$4,440 in lodging expense and 10 x \$450 for PLC Conference registration. Teacher stipends for 466 training at 17 x \$1,000 each. The district will provide transportation for the longer instructional day 64 miles additional per day x 177 days per year for 3 years x \$4.40 per mile. Summer School with 4 teachers x 5.5 hours/day x 125 days x \$30 per hour. 1 Summer School Administrator x 5.5 hours/day x 125 days x \$34 per hour. 	79,000	4100
	65,000	4100
	105,000	4200
	61,920	4300
	40,000	4200
	21,100	5200
	17,000	1100
	150,000	5710
	63,525 7,851	1100 3000

Detail

		Year 1	Year 2	Year 3	
STRS	8.25%	\$ 1,747	\$ 1,747	\$ 1,747	3101
Medicare	1.45%	\$ 307	\$ 307	\$ 307	3301
Unemployment	0.72%	\$ 152	\$ 152	\$ 152	3501
Workers' Comp	1.94%	\$ 411	\$ 411	\$ 411	3601
		\$ 2,617	\$ 2,617	\$ 2,617	

Activity Description	Subtotal	Object Code
<ul style="list-style-type: none"> • The district will contract with an outside consultant to provide professional development and coaching <ul style="list-style-type: none"> ▪ 3 days @ \$3,200 Building Benchmark Assessment ▪ 8 days @ \$2,700 Tracking student progress ▪ 3 days @ \$2,700 Student Assessment ▪ 3 days @ \$2,700 Tracking student progress using student assessment ▪ 3 @ 3,200 Standards-based Education ▪ 9 days @ \$2,700 Teacher for Success and Coach for Success Programs ▪ 4 days @ \$2550 Progress ▪ 10 days @ \$2,700 School Improvement Services for Special Education population ▪ 60 days @ \$2,700 Team Lead/Coaching ▪ \$20,000 West Ed Knowledge Center Tracker Program ▪ ELD Program ▪ 6days @ \$2,700 workshops ▪ 10 days @ \$2,700 coaching ▪ 4 days@ \$2,700 administration coaching ▪ \$6,000 Materials 	360,500	5800

SIG Form 6—General Assurances and Certifications

General Assurances (Required for all Applicants)

Note: All sub-grantees are required to retain on file a copy of these assurances for your records and for audit purposes. Please download the General Assurances form at <http://www.cde.ca.gov/fg/fo/fm/>. Your agency should **not** submit this form to the CDE.

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension

Download the following three forms from <http://www.cde.ca.gov/fg/fo/fm/>, and obtain the necessary signatures and include the original forms with your application submission.

1. Drug-Free Workplace
2. Lobbying
3. Debarment and Suspension

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 - 1. The dangers of drug abuse in the workplace
 - 2. The grantee's policy of maintaining a drug-free workplace
 - 3. Any available drug counseling, rehabilitation, and employee assistance programs
 - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - 1. Abide by the terms of the statement
 - 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

San Juan School

100 Nyland Drive

San Juan Bautista, CA 95045

Check ☐ if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110


- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Aromas-San Juan Unified School District

Name of Program: San Juan School

Printed Name and Title of Authorized Representative: Willard McCabe, Superintendent

Signature:  Date: June 28, 2010

Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Aromas San Juan Unified School District

Name of Program: San Juan School

Printed Name and Title of Authorized Representative: Willard McCabe, Superintendent

Signature:  Date: June 28, 2010

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

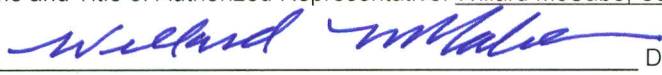
Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Aromas-San Juan Unified School District

Name of Program: San Juan School

Printed Name and Title of Authorized Representative: Willard McCabe, Superintendent

Signature:  Date: June 28, 2010

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).


SIG Form 7–Sub-grant Conditions and Assurances (page 2 of 3)

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

SIG Form 7-Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Aromas-San Juan Unified School District
Authorized Executive:	Willard McCabe
Signature of Authorized Executive	

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

- ☒ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

- ☐ “Starting over” in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

- ☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

SIG Form 9–Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II School. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

[illegible]

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for

School: San Juan School Tier: I						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation						
Total FTE required: <u>.5</u> LEA <u>9.5</u> School <u> </u> Other <u> </u>						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
RP	Replace principal	August 2009	-0-			
ES	Negotiate new required components of School Improvement Grant	August 2010		-0-		
RPR	Hire 3 additional teachers to improve the learning environment by eliminating combination classes.	August 2010	847,076			Superintendent/Principal
ILT	Extended Learning time to implement identified instructional intervention programs by one hour per day.	August 2010	617,594			Superintendent/Principal
TA/PD	Outside Consultant coaching and staff	August 2010	167,000	100,000		Superintendent/Principal

	development, West Ed <i>Teach for Success</i>					
OF/ILT	Revise Transportation	August 2010	150,000		District Transportation Funds	Principal
OF	Purchase ELA/ELD Intervention: READ 180	August 2010	79,000			Principal
PD	Identified staff attend READ 180 Training 1 additional day + 2 Site Visits	August 2010	6,457			Principal
OF	Replace Curriculum: 6-8 English Language Arts	August 2010	-0-		General Fund	Superintend ent/Learning Coordinator
IP	Computer Lab for 6 th -8 th 30 computers	Sept. 2010	35,000			Superintend ent
IP	Create 21 st Century Classrooms: Interactive White Boards 15@\$6,000	Sept. 2010	90,000			Superintend ent/Principal
OF	Develop a job description and hire a Learning Coordinator	Sept. 2010	158,551			Superintend ent/Principal
PD	Develop a job description and hire a Technology Trainer	Sept. 2010	226,318			Superintend ent/Principal
IP	Develop a job description and hire a Reading Coach and four 4-hour paras	Sept. 2010	579,787			Superintend ent/Principal
OF	Develop a job description and hire a Responsibility Coordinator	Sept. 2010	176,620			Superintend ent/Principal
RPR	Technology Trainer will attend T.O.T. for Interactive White Boards	Sept. 2010	2,000			Superintend ent

OF	Purchase ELA/Math Intervention: Successmaker	Sept. 2010	105,000			Principal
FCE	Develop a job description and hire a Parent Coordinator	Sept. 2010	93,054			Principal
TA	Spring Grove as a partner organization	Sept. 2010				Superintendent/Principal
SD	Fully implement use of ATI/Galileo for benchmark assessments and data analysis	Sept. 2010				Superintendent/Principal
OF	Site Instructional Supplies	Sept. 2010	61,920		General Fund	Principal
PD/SD	PLC – Provide substitutes for all staff members four times a year for data analysis/collaboration re: instruction & visitations to sister school, Spring Grove	Sept. 2010	8,160			Principal/Learning Coordinator
OF/ILT	Purchase Character Education Program	Sept. 2010	40,000			Learning Coordinator
ILT	Establish Pre-Kindergarten	January 2011	384,323			Learning Coordinator
IRR	Evaluate staff replacement due to insufficient progress	May 2011				Superintendent/Learning Coordinator
PD	Staff training for English-Language Arts program 40 hours	June 2011	28,050			Superintendent/Learning Coordinator
IP/OF/ILT	Summer School for all students below grade	June/ July	72,000			Superintendent/Learning

	level	2011				Coordinator
PD	West Ed ELD Training	August 2011	60,000			Superintendent/Learning Coordinator
OF	Indirect Cost	June 2011		295,758		CBO
IRR	Create rewards program for staff	June 2011	25,000			Superintendent
PD	PLC training/conference	August 2011	2,500			Superintendent/Learning Coordinator

Attachments

- 1. Aromas -San Juan CTA - Intent to bargain Transformation Model.**
- 2. Home and school club meeting - April 12, 2010**
- 3. ELAC meeting - April 29, 2010**
- 4. School Site Council**
 - a. Minutes - March 16, 2010**
 - b. Agenda/minutes April 20, 2010**
- 5. Aromas-San Juan USD - Agendas /minutes**
 - a. Agenda - March 17, 2010**
 - b. Agenda/minutes public hearing - April 14, 2010**

6. Proof of Publication / Public Notices



AROMAS/SAN JUAN TEACHER ASSOCIATION

100 Nyland Dr.
San Juan Bautista, Ca 95045

To: Willard McCabe, Superintendent A-SJUSD
From: Joyce Medeiros, President A/SJTA
Date: May 26, 2010
Re: Intent to Bargain Transformation Reform

Dear Superintendent McCabe,

The Association acknowledges our LEA's selection of the Transformation Model of intervention for San Juan School. We also acknowledge the need for an increase in student achievement at that school.

The Association is aware of the required reforms under the chosen model and plans to enter into good faith bargaining during the month of June 2010. It is our intent to ratify a Memorandum of Understanding with the District that addresses:

- ❖ Length of the work day/year**
- ❖ Compensation**
- ❖ Evaluations**
- ❖ Other miscellaneous changes in working conditions**

Thank you and we look forward to reaching that agreement by August 2010.

Joyce Medeiros
President A/SJTA



Home and School Club Meeting April 12, 2010 Minutes

MEETING CALLED TO ORDER: 7:10 pm

IN ATTENDANCE:

Joyce Medeiros – Treasurer
Leticia Marquez – Vice President
Joey Canepa – Parent
Bronson LoBue – Principal
Julie Castañeda-Hicks – Teacher
Marta Gorelik – Parent

Audrey Johnson – President
Anissa Dizon – Teacher/Parent
Monica Guaracha – Secretary
Cathy Alameda – Parent
Willard McCabe – Superintendent

APPROVAL OF NOVEMBER MINUTES: Approved/Seconded: Willard / Joyce

COURTESY TO VISITORS:

MARTA GORLICK – Writing Grants

(handout given)

- San Benito Foundation/Community Foundation – two rounds of funding each year
- Important to determine reason grant is wanted
- Big challenge to keep track of it
- Rule of thumb: “administrative overhead” – 33% of work is a reasonable amount of administrative time
- Start off grant process with a “core document” – first grant is always hardest

TREASURER’S REPORT: Approved/Seconded: Leticia / Joey

(handout given)

- Account balance = \$18,494.15
- CD balance = \$3,954.87
- Discussion on how do we make eScript more appealing. Maybe if we could show how much how much money it actually brings in. It was suggested that we have a drawing for a raffle.

PRESIDENT’S REPORT:

- Teachers will be getting their laptops from school district but there is a concern about security. Teachers will be taking them home during the summer. Further security measures need to be figured out.

PRINCIPAL’S REPORT:

- New playground material in – all custodians were here during Spring Break working on project
- School getting broken part of slide in, should be fixed soon
- Students are getting ready for CST testing which will last two weeks

SUPERINTENDENT’S REPORT:

- School Site Council is beginning work on SIG grant and there will be a field trip to Elliot School on Thursday at 8pm.
- Looking at ways we want to change our school:
 - Need to offer algebra and geometry to middle school
 - Every child needs to read by 3rd-grade



- Staff development
- Parent involvement needs to increase
- Academic coaches
- Data-driven environment
- Having a summer workshop this year and many of the teachers have signed-up

TEACHERS' REPORT

Anissa – 6th/7th -grade: Glenca

- Piloting new GliminCo (?) program, teaching poetry
- Students wrote letters to superintendent about being on PLAS list and talked about obstacles for learning
- Science Fair: we had 3 honorable mentions; and would like to thank VFW for use of their tables
- In PE, using the GREAT program and continuing with upper grades. PE physical tests are starting.
- Class is also piloting reading migrant program with teacher retirees
- Now in charge of 7th and 8th-grade dance
- CST final crunch is happening
- Coaching coed volleyball and the season has started – good group of kids.

Julie – 3rd -grade:

- Had two field trips this year: Point Lobos and Farm Day at Bolado Park.
- In math, students are doing fractions

Joyce – 5th/6th -grade:

- In PE, starting state physical tests
- Math: Envision cores shown to Willard about kids struggling with math
- Upset about San Juan being on PLAS list – need to get teachers on board about importance of getting off list

COMMITTEES:

1. BOXTOPS/ESCRIPS (Audrey/Katie/Monica)
 - Julie's class won for second quarter
 - Will be having pizza party at the end of the year for class that brought in the highest amount during the school year
2. GARDEN (Joey)
 - Mulch and things to plant for next year
 - Still looking for family to take care of garden
 - Faucets are leaking from spigots. Willard said to send maintenance requests directly to him.
3. LIBRARY ENHANCEMENT (Monica/Katie)
(no report this month)
4. PADRE APPAREL (Monica)
(no report this month)
5. CAPRISUNS (Kirsty)



(no report this month)

6. YEARBOOK
(no notes taken)

(Julie)

7. MIDDLE SCHOOL ATHLETICS
(no report this month)

ACTION ITEMS

- Approval of ELAC (no action taken)
- Vote regarding starting time of Home and School Club Meetings

Motion: To keep meeting start time at 6:00 pm.

First/Seconded: Joyce/Willard - vote unanimous

- \$250 for Earth Day Clean-Up (Monica)

Motion: To approve \$250 for Earth Day Clean-Up Day.

First/Seconded: Cathy/Leticia – vote unanimous

- Ribbons for Science Fair (Hallie) (no action taken)

NEW BUSINESS

- Signs on fences
 - Suggestion made about selling space on our fence for advertisers
 - Want to put a 3ft. fence around soccer field to hang banners.
 - \$500 per year for vendors, but signs have to face-in
 - Suggested putting signs in ugly areas, not in green areas. Gym should be looked at first – good money-maker
- Scholarships for High Achievers
 - Need committee to judge winners - Julie usually in charge of putting committee together
 - HSC is budgeted for up to 4 winners

OLD BUSINESS

- Tree and Roses for Mr. Funk
 - A summer work team will be put together to design memorial. Plaque is in Bronson's office
 - Mr. Funk was named "Teacher of the Year" – there will be a plaque but no ceremony
 - The plaque can be awarded at the end of the year ceremony and will be recognized in the yearbook
- Planners
 - HSC has already allotted the amount in the budget
 - District needs to look at district-wide planners
 - Only grades 6, 7 and 8 for next year (usually 4-8)
 - Bronson and Willard will bring it up at next principal's meeting
- Murals from Gavilan Junior College (Katie)
(no report this month)

MEETING ADJOURNED: 8:00 pm

NEXT MEETING: May 3, 2010



Aromas/San Juan Unified School District
100 Nyland Drive, San Juan Bautista, CA 95045
Phone: (831) 623-4538; Fax: (831) 623-0614

Agenda

English Language Advisory Committee
April 29, 2010
6:30 p.m./Library

Del Comité Asesor del Idioma Inglés
29 de Abril 2010 6:30 p.m./Biblioteca

- 1. Call to Order/Tomar lista en orden**
- 2. Approval of minutes of March 18, 2010/Minutos aprobados del 18 de marzo, 2010.**
- 3. Parent Concerns and Questions/Preocupaciones y preguntas de los padres**
- 4. Cinco de Mayo celebration**
- 5. Other/otros asuntos**
 - survey/cuestionario**
 - SIG Grant/subvencion**

Adjournment/Finalizar a _____



Aromas/San Juan Unified School District
100 Nyland Drive, San Juan Bautista, CA 95045
Phone: (831) 623-4538; Fax: (831) 623-0614

School Site Council Minutes March 16, 2010

Attendance

Monica Guaracha, Chairman
Louis Rosa, Parent
Lauri Scirigione, Parent
Audrey Johnson, Parent
Bronson Mendes-LoBue, Principal
Joyce Medeiros, Teacher
Hallie Shepherd, Teacher
Anissa Dizon, Teacher
Ana Madrigal, Student Rep.
Martha Quezada, Classified

Absent

Willard McCabe, Superintendent
Julie Hicks, Teacher

Call to Order:

The meeting was called to order by Chairman Monica Guaracha at 6:08 and a quorum was established.

Approval of Minutes:

Chairman Guaracha presented the minutes of February 16, 2010. On a motion by Audrey Johnson, seconded by Anissa Dizon, the minutes were approved.

Parent Comments, Concerns:

Mrs. LoBue passed out a letter from the Department of Education in regards to the persistently low performance status of San Juan School. It was decided to have a special meeting in regards to this status on March 29, 2010 at 6:00 p.m. in Mrs. Medeiros room. A plan was discussed and what would be preferred is the following:

- 1) Have a team visit Calaveras and RO Hardin schools in Hollister.
- 2) Have a meeting on March 29th with the Superintendent to guide the council through the plan timeline.
- 3) Mr. Rosa will set up a SAKAI site for all council members to go on and look at materials put on it about lower performance schools.

Organizational Flowchart:

Hallie Shepherd presented norms for Site Council meetings and Audrey Johnson volunteered to put it into a flow chart.

School Budget:

Superintendent McCabe was absent.

Other Business:

Chairman Guaracha discussed the By-Laws and having parents on the Site Council. She stated that she wanted to step down this fall so that there would not be a complete new council. She asked about staggered elections in the by-laws. It was stated that teachers would need to be staggered also.

Mr. Louis Rosa talked about the STEM program through the Naval Post Graduate School. A 100% scholarship would be awarded and the timeline for this program is May 1st. He asked that a student be identified who has strengths in mathematics and science and are low income/minority students. This program has an academy at Annapolis that runs for one week and one area would be building a robot. Mr. Rosa also discussed the MITE program which targets mathematics and engineering through the Massachusetts Institute of Technology. Students would earn college units and it is designated for grades 8-11th. He also mentioned the SAMS program through the Carnegie Mellon University for minority students. It is funded 100% for six weeks. Students would build a project and receive transferable units. They would also take the SAT every weekend and have a one-on-one tutor.

On a motion by Hallie Shepherd, seconded by Audrey Johnson, the meeting was adjourned at 7:40 p.m.

Respectfully submitted,

Bronson Mendes-LoBue, Secretary



Aromas-San Juan Unified School District

San Juan School 

100 Nyland Dr., San Juan Bautista, CA 95045

(831) 623-4538 phone (831) 623-0614 fax

School Site Council (SSC) Agenda

April 20, 2010 – Room C-1

6:00 p.m.

1. Call to Order
 - Roll-Call (Sign-in Sheet)
 - Establish a Quorum
 - Approval of Agenda
2. Approval of Minutes of Previous SSC Meeting
3. Parent Comments, Concerns & Questions: 5 – 10 minutes maximum time

Action/Discussion Items:

4. Update of SIG Application
5. Discussion of SSC Homework
6. Findings from Elliot School Field Trip
7. District/School Budget Update
8. Other business
9. Adjournment



Aromas/San Juan Unified School District
00 Nyland Drive, San Juan Bautista, CA 95045
Phone: (831) 623-4538; Fax: (831) 623-0614

School Site Council Minutes

April 20, 2010

Attendance

Absent

Monica Guaracha, Chairman
Lauri Scirigione, Parent
Joyce Medeiros, Teacher
Hallie Shepherd, Teacher
Julie Hicks, Teacher
Anissa Dizon, Teacher
Ana Madrigal, Student Rep.
Martha Quezada, Classified Rep.
Bronson Mendes-LoBue, Principal
Louis Rosa, Parent

Audrey Johnson, Parent
Verna LeBarre
Willard McCabe, Superintendent
Pablo Toledo, ELAC Rep.

Call To Order

The meeting was called to order by Chairman Guaracha at 6:08 p.m. and a quorum was established.

Approval of Minutes

Chairman Guaracha presented the minutes of March 16, 2010. On a motion by Hallie Shepherd, seconded by Joyce Medeiros, the minutes were approved.

Parent Comments, Concerns

None

Update of SIG Application

Mrs. LoBue presented the rubric for the application of the SIG grant. She also passed out the calendar that Superintendent McCabe had prepared for the application deadline. Chairman Guaracha asked about the board meeting last week since she had not attended it. Mr. Rosa stated that he felt that last week's board meet was not a public meeting. His concern was that there was no one from the public and he felt the vote was illegitimate. He stated that he felt the Board of Trustees were hasty in their decision and would like to see them rescind their decision. He felt misrepresentation is already out on the streets about San Juan School. Mrs. Lo asked what happens if the public wants a different model. Mrs. LoBue stated that the board would have the ultimate decision of which model would be decided in regards to the SIG Grant. Mr. Rosa also

stated that Mr. McCabe stated that the other models were illegal and he was very concerned with that statement. Mrs. Medeiros stated that the state being a collective bargaining state that some models would be illegal to implement due to union issues.

Mr. Rosa submitted his resignation from the School Site Council as of this meeting. Chairman Guaracha stated that if the council wanted to make a motion to have a second public meeting she would need a motion and second. Mrs. Scirigione stated that the information was placed in the monthly newsletter about the board meetings, and school site council meetings and that the public knew about the above stated meetings. She also stated that it was put on the marquee stating when the board meetings were held and time. On a motion by Lauri Scirigione, seconded by Anissa Dizon, the council voted on a second public meeting besides the Wednesday night meeting that was already planned.

Discussion of SSC Homework

Last months meeting suggested that members do some homework in regards to what other school were doing to get out of program improvement. Ronna Moreno stated that she looked up the Kurswell program on the internet. She stated that classrooms had promethean boards and programs that were on the computer to teach by. Joey Canepa talked about the SMART Program and stated that it encompassed science, math, art, reading and rural teaching. Joyce Medeiros discussed an article from the Educational Leadership magazine about extending the school time at the beginning or ending of the school day. She also stated that the School Improvement Grant (SIG) also states that more instructional time is needed within a school day.

Lauri Scirigione discussed she works with Rod Kelly School in Gilroy and they go to school until 4:00 p.m. She explained that students are leveled in groups and not by their grade level. She also stated that she was familiar with Luigi Apria School and parents at that school give 30 hours a year per family. Anissa Dizon stated that she read up on Strong Teacher Leadership.

Findings from Eliot School Field Trip

Mrs. LoBue discussed about the field trip to Eliot School in Gilroy. She stated that Kathy Alameda, Jeff Hancock, Rhonda Io, Liz Talbot, Ana Madrigal, and Melanie Mahler from Aromas were in attendance at the field trip. Mr. James Dent allowed the group to view three classrooms during their morning 5 a day lessons. He also showed the group the two computer labs and stated that books were being purchased not for the library but for the classroom libraries. We learned about Power Teaching by Chris Biffle and he also showed us how Success Maker worked in the computer lab. She stated that students worked on test release questions and not only had to find the answer but why the other answers were incorrect. Teachers had accelerated reading charts up on bulletin board where you could see how many words each student read. Also, ELD is taught throughout the day. There are no pull out ELD classes and teacher make sure the teaching is for ELL learners also. Mr. Dent stated that he had taken his staff to a school in Los Angeles called the 6th Street Prep School and that is when his staff bought into the concept of what they were teaching. There was also another computer program called ST (Spatial Temporal Math that helped students besides the Success Maker Program.

Other Business

None

On a motion by Hallie Shepherd, seconded by Julie Hicks, the meeting was adjourned at 8:30 p.m.



San Juan School



Aromas/San Juan Unified School District

100 Nyland Drive, San Juan Bautista, CA 95045

Phone: (831) 623-4538; Fax: (831) 623-0614

Site Council Meeting

March 29, 2010

- | | |
|-------------------|---|
| April 1, 2010 | Actual Grant Application available on CDE website |
| April 12, 2010 | Inform Mrs. LoBue if you can attend a field trip to another school.

Go on the CDE website and look up Effective practices in Increasing student performance. |
| Field trip dates: | April 13 th and April 15 th |

AROMAS-SAN JUAN UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES

REGULAR MEETING

Wednesday March 17, 2010

OPEN SESSION: 6:00 P.M.

CLOSED SESSION: Following Open Session

Meeting Location: San Juan School Library

100 Nyland Drive

San Juan Bautista, CA 95045

ACCOMMODATIONS

Individuals requiring disability-related accommodations or modifications in order to participate in the meeting, including auxiliary aids and services, should contact the Superintendent in accordance with the Americans with Disabilities Act at (831) 623-4500 ext. 1215.

AGENDA

1. CALL TO ORDER (6:00 P.M.)

1.1 Meeting Called to order at _____ P.M. by President _____.

1.2 A quorum was established with _____ members present.

1.3 Pledge of Allegiance

2. APPROVE AGENDA (6:03 P.M.)

Items coming to the District's attention after the agenda was posted may be presented by members of the Governing Board and the Administration upon determination by a majority vote that an emergency exists.

Motion by Trustee _____ 2nd by Trustee _____ Vote _____

PUBLIC INSPECTION

Agenda documents that have been distributed to the Board less than 72 hours before the meeting may be inspected by the public at the Aromas-San Juan Unified School District Office, 2300 San Juan Highway, San Juan Bautista, CA 95045.

3. BOARD NORMS

The board wishes to create clear expectations for behaviors that are casual and friendly, appropriate for our community and at the same time provide the necessary order and structure that will help the board conduct its meetings in an effective and efficient manner.

Consideration

- We will not interrupt while others are speaking.
- We will not use dismissive body language or facial expressions.
- Any governance team member can call for a break at any time.
- We will keep cell phones on vibrate/silent mode.
- No emails or texting during the meeting.

Listening

- Anyone can ask a question.
- No unnecessary sidebar conversations.
- Paraphrase each other's comments to demonstrate understanding.

Efficiency

- Honor meeting times: start times, break times and agenda times.
- Avoid redundancy.

4. PUBLIC COMMENT (6:05 P.M.)

The ASJUSD Board of Trustees welcomes you to our meeting. The Board of Trustees may not engage in in-depth discussion regarding public comments on non-agenda items per California law. Therefore, you are encouraged to contact the Superintendent and/or Trustees prior to board meetings to answer questions or discuss issues (contact information is located at www.asjUSD.k12.ca.us). Personnel matters and pending litigation may not be discussed during public comments. You are welcome to offer public comments at designated times during meetings. **Speakers are limited to 3-minutes/15 minute per item limit** and comments may be offered on:

- Non-agenda items during General Public Comments, and/or
- agenda items, **after** the Board President opens public comment and **before** board discussion/deliberation begins.

In all instances, please complete a Public Comment Request Card and give it to the Administrative Assistant.

5. REPORTS (6:20 P.M.)

- 5.1 Student Trustee - Cynthia Guadardo
- 5.2 Certificated/Classified Unions
- 5.3 Managers
- 5.4 Board
- 5.5 Superintendent

6. ACTION ITEMS (6:40 P.M.)

6.1 Consideration and Action on Approving Public Opinion Survey. **Pages 1-3**

Motion by Trustee _____ 2nd by Trustee _____ Vote _____

6.2 Consideration Action on Approving Proposal for Strategic Planning. **Page 4**

Motion by Trustee _____ 2nd by Trustee _____ Vote _____

6.3 Consideration and Action on Approving First Reading Single Plan for Student Achievement (SPSA) Anzar **Pages 5-28**

Motion by Trustee _____ 2nd by Trustee _____ Vote _____

6.4 Consideration and Action on First Reading of Board Policy **Pages 29-61**

- BP 2210 Administrative Discretion Regarding Board Policy
- BP 3100 Budget
- BP 3270 Sale and Disposal of Books, Equipment and Supplies
- BP 3280 Sale or Lease of District-Owned Real Property
- BP 6111 School Calendar
- BP 6145 Extracurricular and Cocurricular Activities
- BP 6145.2 Athletic Competition
- BP 6161.1 Selection and Evaluation of Instructional Materials
- BP 6173.1 Education for Foster Youth

Motion by Trustee _____ 2nd by Trustee _____ Vote _____

6.5 Consideration and Action on Approving MOU with Monterey County Sheriff's Department. **Pages 62-65**

Motion by Trustee _____ 2nd by Trustee _____ Vote _____

6.6 Consideration and Action on Approving the 2009-2010 Second Interim Budget Report. **Pages 66-159**

Motion by Trustee _____ 2nd by Trustee _____ Vote _____

6.7 Consideration and Action on 2010/11 School Year Calendar **Pages 160-161**

Motion by Trustee _____ 2nd by Trustee _____ Vote _____

7. INFORMATION/DISCUSSION ITEMS (8:00 P.M.)

- 7.1 ATI-Galileo presentation – Principal LoBue Page 161
- 7.2 Update Clear Spot Energy contract Page 163
- 7.3 Persistently low performing school status Pages 164
- 7.4 Requests for Proposals Legal Firms Page 165
- 7.5. Update on Football Committee Pages 166-169
- 7.6 Update on Enrollment Figures Pages 170-176
- 7.7 Update on Interdistrict Transfers Pages 177-181

8. CONSENT AGENDA (9:00 P.M.)

All Items appearing on the Consent Agenda are recommended action(s) that are considered to be routine and will be acted upon as one motion. Specific items may be removed for separate consideration. Any items removed will be considered immediately after the Consent Agenda motion.

Items removed for Special Consideration/Action: _____

8.1 Consideration of Minutes: Approve Minutes of: Pages 182-185

- 8.1.1 February 10, 2010 Regular Meeting
- 8.1.2 March 10, 2010 Special Board Meeting

8.2 Consideration of Financial Items Pages 186-210

- 8.2.1 District Warrants for the Period of January 20, 2010 through February 24, 2010
- 8.2.2 Investment Funds Report - Quarter Ending December 31, 2009.

8.3 Personnel Actions Pages 211-212

8.4 Consideration of Miscellaneous Items

- 8.4.1 Consideration of Approving the Budget Appropriation Transfers
(Resolution 0910 – 23) Pages 213-214
- 8.4.2 Consideration of Approving Resolution Declaring March 2009 as Arts Education Month (Resolution 0910-24) Page 215
- 8.4.3 Consideration of Approving Resolution Recognizing Week of the District and School Administrators (Resolution 0910-25) Page 216

Motion by Trustee _____ 2nd by Trustee _____ Vote _____

9. PUBLIC COMMENTS (Closed Session Items) (9:10 P.M.)

- 3-minute limit per speaker/15-minute limit per item,
- Personnel matters and pending litigation may not be discussed during public comments.

Note: As required by California law, the Board of Trustees may not engage in discussion regarding public comments.

10. ADJOURN TO CLOSED SESSION (9:15 P.M.)

11. CLOSED SESSION ITEMS: (9:15 P.M.)

- 11.1 Public Employee Discipline/Dismissal/Release/Resignation (Government Code Section 54957)

11.2 Conference with Labor Negotiator (Government Code 542957.6)

Agency Negotiator: Superintendent

Employee Organization: ASJ Teachers' Association

Motion by Trustee _____ 2nd by Trustee _____ Vote him: _____

11.3 Consideration and Action on Approval Superintendent's Contract

Conference with Labor Negotiators - (Government code 54957.6)

Agency Designated Representative: David Swing Board President
and Cathy Alameda Board Clerk.

Unrepresented Employee: Superintendent

11.4 Consideration and Action on Approving Expulsions Student 0910-05,0910-06

Motion by Trustee _____ 2nd by Trustee _____ Vote: _____

12. ADJOURN to CLOSED SESSION AND RECONVENE OPEN SESSION (10:10 P.M.)

12.1 Report Action from Closed Session

13. RECOMMENDATIONS FOR FUTURE MEETINGS (10:15 P.M.)

Items below are placed on agendas as soon as possible or as appropriate unless otherwise stated:

13.1 Special Education Program plan - April

13.2 Anzar graduate follow-up survey - April

13.3 Strategic planning process - April/May

13.4 Clear Spot contract - April

14. Feedback by Meeting Observer – Lou Fiori (10:20 P.M.)

15. NEXT MEETING DATE(S)

- Regular Meeting: April 14, 2010 Anzar High School

16. ADJOURNMENT (10:30 P.M.)

Motion by Trustee _____ 2nd by Trustee _____ Vote _____

Note: Times listed on the agenda are estimation and may vary depending on the discretion of the Board.

AROMAS-SAN JUAN UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES

REGULAR MEETING

Wednesday April 14, 2010

OPEN SESSION: 6:00 P.M.

CLOSED SESSION: Following Open Session

Meeting Location: Anzar High School Library

2000 San Juan Highway

San Juan Bautista, CA 95045

ACCOMMODATIONS

Individuals requiring disability-related accommodations or modifications in order to participate in the meeting, including auxiliary aids and services, should contact the Superintendent in accordance with the Americans with Disabilities Act at (831) 623-4500 ext. 1215.

AGENDA

1. CALL TO ORDER (6:00 P.M.)

1.1 Meeting Called to order at _____ P.M. by President _____.

1.2 A quorum was established with _____ members present.

1.3 Pledge of Allegiance

2. APPROVE AGENDA (6:03 P.M.)

Items coming to the District's attention after the agenda was posted may be presented by members of the Governing Board and the Administration upon determination by a majority vote that an emergency exists.

Motion by Trustee _____ 2nd by Trustee _____ Vote _____

PUBLIC INSPECTION

Agenda documents that have been distributed to the Board less than 72 hours before the meeting may be inspected by the public at the Aromas-San Juan Unified School District Office, 2300 San Juan Highway, San Juan Bautista, CA 95045.

3. BOARD NORMS

The board wishes to create clear expectations for behaviors that are casual and friendly, appropriate for our community and at the same time provide the necessary order and structure that will help the board conduct its meetings in an effective and efficient manner.

Consideration

- We will not interrupt while others are speaking.
- We will not use dismissive body language or facial expressions.
- Any governance team member can call for a break at any time.
- We will keep cell phones on vibrate/silent mode.
- No emails or texting during the meeting.

Listening

- Anyone can ask a question.
- No unnecessary sidebar conversations.
- Paraphrase each other's comments to demonstrate understanding.

Efficiency

- Honor meeting times: start times, break times and agenda times.
- Avoid redundancy.

4. PUBLIC COMMENT (6:05 P.M.)

The ASJUSD Board of Trustees welcomes you to our meeting. The Board of Trustees may not engage in in-depth discussion regarding public comments on non-agenda items per California law. Therefore, you are encouraged to contact the Superintendent and/or Trustees prior to board meetings to answer questions or discuss issues (contact information is located at www.asjUSD.k12.ca.us). Personnel matters and pending litigation may not be discussed during public comments. You are welcome to offer public comments at designated times during meetings. **Speakers are limited to 3-minutes/15 minute per item limit** and comments may be offered on:

- Non-agenda items during General Public Comments, and/or
- agenda items, **after** the Board President opens public comment and **before** board discussion/deliberation begins.

In all instances, please complete a Public Comment Request Card and give it to the Administrative Assistant.

5. REPORTS (6:20 P.M.)

~~5.1~~ Student Trustee - Cynthia Guardado

~~5.2~~ Certificated/Classified Unions

~~5.3~~ Managers

~~5.4~~ Board

~~5.5~~ Superintendent

6. ACTION ITEMS (6:45 P.M.)

6.1 Public Hearing - Improvement Model San Juan School Pages 1-14

- Convene Public Hearing
- Public Comment
- Adjourn Public Hearing

6.1.1 Consideration and Action on Improvement Model for San Juan School
2010/11 School Year.

Motion by Trustee _____ 2nd by Trustee _____ Vote _____

6.2 Consideration and Action on Approving Second Reading Single Plan for Student Achievement (SPSA) Anzar Page 15

Motion by Trustee _____ 2nd by Trustee _____ Vote _____

6.3 Consideration and Action on Approving Special Education Plan. Pages 16-18

Motion by Trustee _____ 2nd by Trustee _____ Vote _____

6.4 Consideration and Action on Second Reading of Board Policy Pages 19-51

- BP 2210 Administrative Discretion Regarding Board Policy
- BP 3100 Budget
- BP 3270 Sale and Disposal of Books, Equipment and Supplies
- BP 3280 Sale or Lease of District-Owned Real Property
- BP 6111 School Calendar
- BP 6145 Extracurricular and Cocurricular Activities
- BP 6145.2 Athletic Competition
- BP 6161.1 Selection and Evaluation of Instructional Materials
- BP 6173.1 Education for Foster Youth

Motion by Trustee _____ 2nd by Trustee _____ Vote _____

7. INFORMATION/DISCUSSION ITEMS (7:45 P.M.)

7.1 Update on Aromas Principal and Director of Transportation, Maintenance and Facilities Operations Positions. Pages 52-58

7.2 Update Clear Spot Energy Contract Pages 59-67

7.3 Requests for Proposals Legal Firms Page 68

- 7.4 Update on Football Committee Page 69
- 7.5 Update on Enrollment Figures Pages 70-75
- 7.6 Update on Anzar Graduate Follow-up Survey Page 76
- 7.7 Update Strategic Planning Process Page 77
- 7.8 Update on Public Opinion Survey and Bond Priorities Pages 78-93
- 7.9 Budget Study Session Pages 94-118

8. CONSENT AGENDA (8:45 P.M.)

All Items appearing on the Consent Agenda are recommended action(s) that are considered to be routine and will be acted upon as one motion. Specific items may be removed for separate consideration. Any items removed will be considered immediately after the Consent Agenda motion.

Items removed for Special Consideration/Action: _____

8.1 Consideration of Minutes: Approve Minutes of: Pages 119-122

8.1.1 March 17, 2010 Regular Meeting

8.1.2 March 31, 2010 Special Board Meeting

8.2 Consideration of Financial Items

8.2.1 District Warrants for the Period of February 20, 2010 through March 19, 2010
Pages 123-132

8.3 Consideration of Miscellaneous Items

~~8.3.1~~ Consideration of Approving Agreement with Extreme Learning Pages 133-142

~~8.3.2~~ Consideration of Approving Agreement with WestEd Pages 143-146

~~8.3.3~~ Consideration of Approving Resolution 0910-26 in Recognition of National
Bus Drivers' Day Pages 147-148

~~8.3.4~~ Consideration of Approving a Resolution 0910-27 in Recognition of Week of
the Teacher Pages 149-150

8.3.5 Williams Quarterly Report Page 151

Motion by Trustee _____ 2nd by Trustee _____ Vote passed

9. PUBLIC COMMENTS (Closed Session Items) (8:50 P.M.)

- 3-minute limit per speaker/15-minute limit per item,
- Personnel matters and pending litigation may not be discussed during public comments.

Note: As required by California law, the Board of Trustees may not engage in discussion regarding public comments.

10. ADJOURN TO CLOSED SESSION (8:55 P.M.)

11. CLOSED SESSION ITEMS: (8:55 P.M.)

11.1 Public Employee Discipline/Dismissal/Release/Resignation/Lay-off
(Government Code Section 54957)

Motion by Trustee _____ 2nd by Trustee _____ Vote: _____

11.2 Conference with Labor Negotiator (Government Code 542957.6)

Agency Negotiator: Superintendent

Employee Organization: ASJ Teachers' Association

11.3 Consideration and Action on Approval Superintendent's Contract

Conference with Labor Negotiators - (Government code 54957.6)

Agency Designated Representative: David Swing Board President
and Cathy Alameda Board Clerk.

Unrepresented Employee: Superintendent

Motion by Trustee _____ 2nd by Trustee _____ Vote: _____

11.4 Consideration and Action on Denial of Liability Claim 431057

Motion by Trustee _____ 2nd by Trustee _____ Vote: _____

11.5 Consideration and Action on Appeal for Interdistrict Transfer Request

Motion by Trustee _____ 2nd by Trustee _____ Vote: _____

12. ADJOURN to CLOSED SESSION AND RECONVENE OPEN SESSION (9:25 P.M.)

12.1 Report Action from Closed Session

13. RECOMMENDATIONS FOR FUTURE MEETINGS (9:35 P.M.)

Items below are placed on agendas as soon as possible or as appropriate unless otherwise stated:

13.1 English Language Learner Master Plan

13.2 Review Grades Policy

13.3 GATE Program

13.4 Dual Immersion Program

14. Feedback by Meeting Observer – Lou Fiori (9:40 P.M.)

15. NEXT MEETING DATE(S)

- Regular Meeting: May 12, 2010 Aromas School Library

16. ADJOURNMENT (9:45 P.M.)

Motion by Trustee _____ 2nd by Trustee _____ Vote _____

Note: Times listed on the agenda are estimation and may vary depending on the discretion of the Board.

BOARD AGENDA ITEM

MEETING DATE: April 14, 2010

AGENDA ITEM NUMBER: 6.1/ 6.1.1

ITEM TITLE: Public Hearing - Improvement Model San Juan School

Information

X

Study

Action

X

Consent

BACKGROUND (Including history, policy, legal considerations):

The Board will hear public comment regarding the corrective action needed in order to improve the instructional program at San Juan School. One of the required components of the School Improvement Grant (SIG) is for the local governing board to hold a public hearing concerning the type of improvement models. The SIG application will be posted on the California Department of Education (CDE) website April 1st and is due June 1st. Grants will range from \$50,000-\$500,000 per year for the term of the school improvement process. Our local timeline will be to comply with public hearing requirements at our April 14th meeting, submit a draft proposal at our May 12th meeting and present a final draft for Board approval at the May 26th meeting. At our last Board meeting we outlined the four models; turnaround, restart, closure and transformational. All of these models have their advantages and disadvantages. Staff is recommending that we give strong consideration to the transformational model. In your packet we have attached information from the CDE draft application describing the models. We will receive public comment and take action on the model which is most appropriate for San Juan school.

RECOMMENDED ACTION: The Board approve the transformational model for the San Juan School SIG grant.

BUDGET CONSIDERATIONS: Yes, potential grant award.

Presented by: Willard McCabe

References Attached:

Person Responsible: Willard McCabe

- Materials from draft application.

MINUTES
AROMAS – SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING
Anzar High School Library
April 14, 2010

Present: Cathy Alameda
Lou Fiori
Jeff Hancock
Mike Perez
David Swing
Student Trustee Cynthia Guardado

<u>Others Present:</u>	Donna Barnett	Joyce Medeiros
	Greg Braithwaite	Melanie Mahler
	Marilyn Breiling	Karen Moses
	Anissa Dizon	Luis Rosa
	Michelle Faeth	Maria Rosa
	Catalina Gonzales	Pascuela Rios
	Rhonda Io	John Stewart
	Tonya Large	Susie Swing

Call to Order: President Swing called the meeting to order at 6:00 P.M.

Approve Agenda: **Trustee Fiori moved to remove Item 11.5 Appeal for Interdistrict Transfer Request and approve the Agenda. Trustee Perez seconded the motion. Motion carried 5-0. Student Trustee, Aye.**

Public Comments: Donna Barnett addressed the Board with a public comment.

Reports: Student Trustee Cynthia Guardado, CTA President Joyce Medeiros, Principals LoBue and McKowen, Teacher-in-charge Mahler, Summer School Principal Greg Braithwaite, Interim Director of Maintenance, Operations and Facilities John Stewart, Trustees Alameda, Fiori, Hancock, Perez, and Swing and Superintendent McCabe all gave reports regarding their respective District activities.

Public Hearing - Improvement Model San Juan School: President Swing adjourned the Regular Meeting at 6:45 PM and convened the Public Hearing on the Improvement Model for San Juan School. Anissa Dizon, Joyce Medeiros, Louis Rosa and Melanie Mahler addressed the Board with public comments. President Swing adjourned the Public Hearing at 7:05 PM and reconvened the Regular Meeting.

Consideration and Action on Improvement Model for San Juan School 2010/11 School Year: After discussion **Trustee Fiori moved to approve the Transformational Model for San Juan School. Trustee Perez seconded the motion. Trustee Hancock stated for the record he was voting no because he believed it made no sense to take this vote before gathering sufficient public input. Motion carried 3-2 with the following roll call vote (Student Trustee, No):**

Trustee Alameda	No
Trustee Fiori	Aye
Trustee Hancock	No

Trustee Perez **Aye**
President Swing **Aye**

Consideration and Action on Approving Second Reading Single Plan for Student Achievement (SPSA) Anzar: **Trustee Fiori moved to approve Anzar's SPSA. Trustee Hancock seconded the motion. Motion carried 5-0. Student Trustee, Aye.**

Consideration and Action on Approving Special Education Plan: Resource Special Education Teacher Susie Swing gave a brief presentation regarding the Special Education Plan. **Trustee Hancock moved to approve the plan. Trustee Alameda seconded the motion. Motion carried 5-0. Student Trustee, Aye.**

Update on Aromas Principal and Director of Transportation, Maintenance and Facilities Operations Positions: Superintendent McCabe stated that Interviews for the Director position were slated for Friday April 23rd and interviews for the Aromas Principal were scheduled for Friday April 30th.

Update Clear Spot Energy Contract: Trustee Hancock informed the Board that there were still some important issues that had not been addressed to the District's satisfaction and he was uncertain if an agreement could be reached.

Requests for Proposals Legal Firms: Superintendent McCabe explained to the Board that Trustees had been given a spreadsheet detailing the various firms' areas of expertise.

Update on Football Committee: Superintendent McCabe stated that the next committee meeting is scheduled for April 19th and the topics to be discussed were survey results and potential cost of the program.

Update on Enrollment Figures: Superintendent McCabe stated that the K-8 schools were increasing in enrollment and Anzar High showed a decrease which is normal for a high school.

Update on Anzar Graduate Follow-up Survey: Anzar Principal Charlene McKowen presented Trustees with a survey sample which has gone out to former Anzar graduates. She plans to report back to the Board after the data is collected.

Update Strategic Planning Process: Superintendent McCabe stated that his goal was to launch the process in June and that he was in contact with the CSBA consultant.

Update on Public Opinion Survey and Bond Priorities: Superintendent McCabe thanked Trustees for their input on the survey and hopes to receive results by May 10th.

Budget Study Session: This is the first annual review of the preliminary new year budget by Board members and community. This review included budget assumptions, multiyear projections and the 2009/2010 preliminary budget by program. School Services of California Vice President Sheila Vickers presented.

Consent Agenda: Trustee Hancock moved to remove Items 8.3.1, 8.3.2, 8.3.3 and 8.3.4 and to approve all remaining items. Trustee Perez seconded the motion. Motion carried 5-0, Student Trustee Aye.

After some discussion, **Trustee Hancock moved to approve Item 8.3.1 Consideration of**

Monterey County
The Herald

PUBLISHED BY THE MONTEREY HERALD COMPANY
P.O. BOX 271 • MONTEREY, CALIFORNIA 93942-0271
(831) 372-3311

**PROOF OF
PUBLICATION**

STATE OF CALIFORNIA

County of Monterey

I am a citizen of the United States and a resident of the County aforesaid. I am over the age of eighteen years, and not a party to or interested in the above-entitled matter. I am the principal clerk of the printer of The Herald, a newspaper of general circulation, printed and published daily and Sunday in the City of Monterey, County of Monterey, and which newspaper has been adjudged a newspaper of general circulation by the Superior Court of the County of Monterey, State of California; that the notice, of which the annexed is a printed copy (set in type not smaller than 6 point), has been published in each regular and entire issue of said newspaper and not in any supplement thereof on the following dates, to wit:

April 5, 2010

I certify (or declare) under penalty of perjury that the foregoing is true and correct.

Executed on April 5, 2010
at Monterey, CA

Jamie Albanese
Signature

This space is reserved for the County Clerk's Filing Stamp

AROMAS SAN JUAN B. Luther
No. 1324305/

PUBLIC NOTICE

NOTICE IS HEREBY GIVEN That the Governing Board of the Aromas-San Juan Unified School District, County of San Benito, State of California, will have a public hearing at its regular Board meeting on April 14, 2010 at 6 p.m., at Anzar High School Library, 2000 San Juan Highway, San Juan Bautista, CA, regarding San Juan School's intervention model as a lowest performing school as required by state and federal law.
Published April 5, 2010

IN THE SUPERIOR COURT of the STATE OF CALIFORNIA
in and for the County of Santa Cruz

CERTIFICATE OF PUBLICATION

Ad No.: 01545499

STATE OF CALIFORNIA }
COUNTY OF SANTA CRUZ } ss

(Above space for filing stamp)

I, **Mary Pipo**,
hereby certify that the **Watsonville Register Pajaronian**, a newspaper of general circulation, within the provisions of the government code of the State of California, printed and published in the City of Watsonville, County of Santa Cruz, State of California; that I am the principal clerk of the printer of said newspaper; that the

(Paste clipping

PUBLIC NOTICE
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April 3, 2010
01545499

ely in this space)

Legal Notice;

Public Notice

of which the annexed clipping is a true printed copy was published in said newspaper on the following dates, to wit:

April 3, 2010

I certify under penalty of perjury that the foregoing is true and correct, at Watsonville, California, on the

April 5, 2010

Mary Pipo
Mary Pipo, Legal Clerk

"Proof of Publication must be filed with the County Clerk's Office within 30 days of the last publication date, pursuant to Civil Code Section 2466."



Aromas/San Juan Unified School District
100 Nyland Drive, San Juan Bautista, CA 95045
Phone: (831) 623-4538; Fax: (831) 623-0614

Public Meeting

Dear Parents and Community Members,

In an effort to involve our parents and community members as much as possible, the Aromas-San Juan Unified School District Board of Education is extending an invitation to attend a public meeting regarding San Juan's Persistently Low Achieving School status and also potential funding we could receive from a School Improvement Grant (SIG). The SIG outlines four models funded for school improvement. The four models are as follows:

1. **Turnaround model:** this model requires a school district to engage in major school improvement action including but not limited to, replacing the principal and rehiring no more than 50% of the school staff, adopting a new governance structure, and implementing an instructional program that is research-based and aligned with California content standards.
2. **Restart model:** the School District will convert a school or closes and reopens the school under a charter operator. A restart model school must enroll, within the grades it serves, any former student who wishes to attend the school.
3. **School closure model:** the District closes the school and enrolls students who attend that school in other schools within the district.
4. **Transformation model:** the District implements a series of required school improvement strategies, including replacing the principal who led the school prior to implementation of the transformational model, and increases instructional time.

The Board at their most recent meeting approved the transformation model and felt compelled to solicit additional input from our stakeholders before developing a plan on how to proceed. Trustees believe your participation is key to achieving academic excellence and we encourage you to attend and participate in the governance of our school.

This topic is very important to all members of our community and we look forward to seeing you at this meeting.

Thank you,
Mrs. Mendes-LoBue, Principal
Mr. Willard McCabe, Superintendent

Date: **April 21, 2010**
Location: **San Juan School Library**
Time: **6:00 p.m.**



Aromas/San Juan Unified School District
100 Nyland Drive, San Juan Bautista, CA 95045
Phone: (831) 623-4538; Fax: (831) 623-0614

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This topic is very important to all members of our community and we look forward to seeing you at this meeting.

Thank you,
Mrs. Mendes-LoBue, Principal
Mr. Willard McCabe, Superintendent

Date: **April 28, 2010**
Location: **San Juan School Library**
Time: **6:00 p.m.**